

SIG Form 1—Application Cover Sheet

**School Improvement Grant (SIG)
Application for Funding**

**APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Los Angeles County		County/District Code: 19-64907
Local Educational Agency (LEA) Name Pomona Unified School District		LEA NCES Number: 0631320
LEA Address 800 S. Garey Avenue		Total Grant Amount Requested \$16,894,042
City Pomona	Zip Code 91766	
Name of Primary Grant Coordinator Stephanie Baker		Grant Coordinator Title Chief Academic Officer
Telephone Number (909) 397-4800 x3603	Fax Number (909) 865-2390	E-mail Address Stephanie.Baker@pusd.org
<p>CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.</p> <p>I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.</p>		
Printed Name of Superintendent or Designee Richard Martinez		Telephone Number (909) 397-4800 x3882
Superintendent or Designee Signature 		Date June 30, 2010

Revised June 17, 2010

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

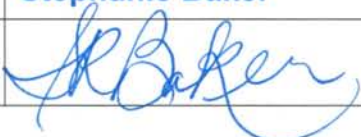
- ☒ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)
- ☒ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)
- ☒ Form 3 Narrative Response
- ☒ Form 4a LEA Projected Budget
- ☒ Form 4b School Projected Budget
- ☒ Form 5a LEA Budget Narrative
- ☒ Form 5b School Budget Narrative
- ☒ Form 6 General Assurances
 - Drug Free Workplace Certification
 - Lobbying Certification
 - Debarment and Suspension Certification
- ☒ Form 7 Sub-grant Conditions and Assurances (three pages)
- ☒ Form 8 Waivers Requested
- ☒ Form 9 Schools to Be Served Chart
- ☒ Form 10 Implementation Chart for a Tier I or Tier II School
- ☒ Form 11 Implementation Chart for a Tier III School, (if applicable)

SIG Form 2—Collaborative Signatures (page 18 of 18)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
19-64907	Pomona Unified School District	Richard Martinez	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Pomona Unified School District
Authorized Executive:	Stephanie Baker
Signature of Authorized Executive	

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 22 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Response:

Three schools were identified as Tier II schools, no schools were identified as Tier I, in the Pomona Unified School District. The Tier II schools are:

1. Pomona Senior High School
2. Fremont Middle School
3. Emerson Middle School

This application is for all three schools and each will be implementing the Transformation Model.

Background Analysis

The Pomona Unified School District (PUSD) is an urban district with a K-12 student enrollment of almost 30,000. The district has 43 schools and serves a student population that is 82% Hispanic, 6% African American, 6% White, and 4.5% Asian. Almost half of the district's students (40.9%) are English Language Learners and more than 75% qualify as low income through participation in the National School Lunch Program.

The district currently includes four comprehensive high schools, three alternative schools, a technology-based academy (Village Academy High School), six middle schools, and 29 elementary schools. 22 schools are in Program Improvement. Two of the six middle schools are in the process of being reconfigured to become academies serving students in grades 7-12. Fremont is one of the two middle schools that began its reconfiguration process in the 2009-2010 school year.

Prior to 2006, the district had a thirteen-year history of not formally evaluating principals. In addition, principals were not held accountable for completing teacher evaluations.

In August 2006, the former Superintendent, Thelma Meléndez de Santa Ana, launched a major district-wide reform effort. Early on, she worked with her administrative team and the Board of Education to establish a clear vision and mission; and to set strategic priorities that addressed student achievement, secondary transformation, safe and enriching school climates, active community engagement, effective use of resources, and high accountability with high support. The theory of action for these strategies is based on "Six Essentials" (See Attachment #1 for a more in depth description):

- Responsive Instruction
- Student Work & Data
- Professional Development
- Aligned Resources
- Shared Leadership
- Family & Community



By fall 2008, with the support of their External Provider (Pivot Learning Partners), the Instructional Services Administrative Directors developed and implemented a principal accountability system that included data on student growth, observations of performance and adherence to a research-based rubric of practice. This system was aligned to the district's Six Essentials.

The work on the strategic priorities and the Six Essentials theory of action continue to drive the reform and transformation efforts in Pomona Unified. Currently, the Superintendent is Richard Martinez. He was the former Assistant Superintendent of Pupil and Community Resources in the District and was promoted by the Board of Education to continue the work that began under the prior superintendent. Under the leadership of Superintendent Martinez, the district worked together to identify a core strategy of: *holding ourselves accountable through quality teaching and learning for every student, in every classroom, every day.*

While much work remains to be done, the district has been making steady progress that will be discussed further in the section regarding “*Demonstration of capacity to implement selected intervention models.*” It is most important to note here that the district continues to have a strong, unwavering commitment to turn around its lowest performing schools, as well as raise performance for all schools in the district, with a particularly strong focus on raising academic achievement for all subgroups. Pomona High School and Fremont Middle School are already more than a year into their transformation efforts under new principals. Emerson Middle School is just beginning its transformation. The Board of Education and Executive Cabinet understand that the transformation process for these three schools, as well as other low-performing schools in the district requires continued transformation of systems from the top down that reflect all of the levels of change management.

Information about Pomona High School

Pomona High School has an enrollment of 1,674 students in grades 9-12. The school population is comprised of 84% Hispanic, 10% African-American, and 6% from other ethnic groups. Forty percent of the students are designated as English learners; fifteen percent are identified as special education students; and 82% qualify as low income through participation in the National School Lunch Program.

The current principal was hired in February 2008 to address the persistently low performance of this school. The other members of the administration team are also relatively new to the school. There has been comparatively little movement of staff, with a good number of teachers having at least ten years' experience at the school. The school experiences significant mobility of students, with approximately 48 percent

transience in 2008-09. Twenty per cent of the youth reside in foster care, primarily in group homes in the neighborhood.

Information about Fremont Middle School

Fremont Middle School has an enrollment of 650 students in grades 7 and 8. The school population is comprised of 89.8% Hispanic, 3.9% African-American, 3.9% Asian-American, 1.7% White and 0.4% Filipino. Fifty-two percent of students are designated as English Language Learners; eleven percent are identified as special education students; and 94.5% of students qualify as low income through participation in the National School Lunch Program.

Fremont is one of two middle schools in the district chosen to be reconfigured into a grade 7-12 Academy. In 2010-2011, grade 9 will be added as the current grade 8 students move up. Each year thereafter, another grade will be added. By 2013-14, Fremont will be serving grades 7-12 with a total enrollment of approximately 900 students and it will be renamed the Fremont Engineering and Design Academy.

The decision to reconfigure Fremont Middle School came after an extensive community-based needs assessment under the former superintendent that sought the views of parents to determine what they wanted for their children and youth. At the secondary level, parents overwhelmingly indicated they wanted more choices for their youth; they wanted smaller communities focused around themes that related to careers and to college preparation. There was strong parent sentiment that the high schools were too big and that the students did not see a connection between the work they were being asked to do and their future. Out of this needs assessment came the decision to transform Fremont Middle School into a grade 7-12 Engineering and Design Academy.

Information about Emerson Middle School

Emerson Middle School serves approximately 650 students in grades 6-8. The school population is comprised of 89% Hispanic, 5% African-American, 4% White, and 2% Asian-American. Forty-three percent of students are English Language Learners; eighteen percent are identified as special education students; and 88% of students qualify as low income through participation in the National School Lunch Program.

The current principal was hired in July 2009 to address the persistently low performance of this school.

Needs Analysis Process:

Extensive needs analyses have been completed for Pomona High School, Fremont Middle School and Emerson Middle School. Additionally, the district completed needs analyses addressing LEA practices to support the schools.

PUSD has worked hard to understand the issues contributing to low student performance. They regularly conducted their own observations, surveys - including the District Assistance Survey (DAS), and data analyses. Later, PUSD worked with external partners to validate and deepen their own findings and analyses. The reviews

by external partners also provided additional validity and leverage for needed changes.

In October 2008, Cambridge Education, LLC contracted with PUSD to conduct a "School Quality Review" of Fremont and Emerson. With the support of the CDE Dissemination Grant Program, Cambridge Education conducted a similar review of Pomona High School in January 2010. Cambridge Education's "School Quality Review" process is intensive and involves: classroom observations; interviews with school staff, parents, and students; and a review of documents and performance data.

District and site leadership teams engaged a multifaceted process to analyze the assessment findings. Cambridge Education shared a written report for each school addressing six major areas: 1) Student achievement, 2) The quality of learning, teaching, curriculum and the use of assessment and data to promote learning, 3) School environment and fostering of students' personal character, 4) Effective leadership and management, 5) Partnerships with parents and community, and 6) The school's perspective on district support. These written reports were then shared and discussed with each principal, school staff, district administrators, and Pivot Learning Partners (Note: Pivot Learning Partners and its role as an external provider will be described in detail under section iv, The External Provider). The findings presented from these extensive reviews were comprehensive, and provided specificity and details to support recommendations in each area.

PUSD has also had the benefit of formal and informal needs assessments from other external partner organizations including Pivot Learning Partners, UCLA School Management Program, Ed Equity and Cal Poly University at Pomona. In addition, the district also used the DAS that was administered to the District School Liaison Team members to review district practices that support school improvement and administered an Academic Program Survey. This survey is administered each school year as part of the development of the Academic Plan for Student Achievement (APSA) or single plan. To ensure that all students' needs were addressed, the sites administered the English Learner Subgroup Self Assessment (ELSSA) and the Inventory of Services & Support for Students with Disabilities.

The three schools used a variety of student assessment data to analyze academic achievement. The California Standards Test (CST) data is used to determine Adequate Yearly Progress (AYP), Academic Performance Index (API), and Annual Measurable Achievement Objectives (AMAO); and district-wide benchmark assessments are used by each site in selected content areas for monitoring student progress throughout the year. Pomona High School also used the CAHSEE (California High School Exit Exam) in their data analysis. Site data analysis also includes the percentage and distribution of Highly Qualified Teachers (HQT) and California English Language Development Test (CELDT) results.

As part of the SIG application process, and notwithstanding very tight timeframes, the principals at all three schools acted quickly to hold meetings at their schools sites to review findings, discuss the intervention models and gather input from staff, parents, students and the community. These meetings included district administrators, school

personnel, and school advisory groups and are documented in section xi, "Consultation with Stakeholders." (Attachment #2 includes documentation.)

The needs assessment process for the three schools included input and collaboration from various stakeholders serving both inside and outside the district. District stakeholders consist of District Advisory Committee, District and site based English Learner Advisory Committees, Title I Parent-School Advisory Committees, school site council, administrators, teacher, parents, and teachers' union leadership.

Additionally, district administrators, the three school principals, and Pivot Learning Partner experts met to review. The results and information gathered from all participating groups were used to develop a comprehensive and coherent transformation model for each school.

Major Findings and Needs Applicable to All Three Schools

As noted earlier, there has been a comprehensive needs analyses done on all three schools. Due to the extensive needs assessment data, much work has been done to prioritize the most salient findings and needs. While there are subtle differences in the more specific findings for each school, and while some progress has been made on some of these issues, the major findings presented here remain significant and tie directly to the decision to select the Transformation Model and to the specific plans for each school as reflected in the Implementation Charts.

Prior to examining the findings for the three schools, it is important to keep in mind that Pomona Unified School District has already addressed many previously identified needs and has many reform strategies in place. It has aligned its vision, mission, and theory of action with research-based ideas and best practices; it has a sophisticated data management system; it has appropriate standards-aligned instructional materials; it has pacing guides tied to the state standards; and at the district level, there is good working knowledge of best practices. Additionally, it has a new principal accountability system, which results in the selection of new principals with a fresh and dedicated focus. It is a district with a relentless commitment to figuring out what is needed to improve student achievement for its diverse student population.

One hundred percent of the teachers at all three schools are fully credentialed. At Pomona High School, 100% have their CLAD/BCLAD certification, all teachers except two special education teachers are NCLB compliant and all are assigned correctly. At Fremont Middle School, 91% have their CLAD/BCLAD certification, one hundred percent are NCLB compliant and are all assigned appropriately. At Emerson Middle School, 100% have their CLAD/BCLAD certification and all but one teacher are NCLB compliant and assigned properly.

Given this level of highly qualified teachers and the previously noted District goals and processes, one might reasonably ask, "Why are these schools on the persistently low achieving list?"

We begin our discussion of the findings with the areas of greatest concern at all three schools.

1a. Findings On Staff Effectiveness:

Based on a review of all of the qualitative and quantitative data from various stakeholders, the instructional practices taking place in the classrooms are still far from where they need to be. These schools do not yet live up to the goal of providing “quality teaching and learning for every student in every classroom every day.” Staff effectiveness and fidelity to best instructional practices and beliefs of high expectations for all students remain a significant concern.

While the self-assessments reflected in the Academic Program Surveys from both Pomona High School and Fremont Middle School are very positive (with teachers assessing themselves as having achieved *substantial* or *full implementation* across all areas), the Cambridge Education evaluations, assessments from the UCLA School Management, and classroom observations by principals and district administrators tell another story. The Academic Program Survey from Emerson Middle School was somewhat more reflective of the findings of outside evaluators and site administration.

Examples of specific findings:

- *“Instruction is too often teacher centered, with lessons that lack rigor.” (Cambridge Education – Pomona High School)*
- *“Learning objectives, though posted in most classes, are generally not expressed in student-friendly terms. Most students do not understand the connection between lesson objectives and the work they are doing or why it is important.” (Principal – Fremont Middle School, APSA Planning and Monitoring Tool)*
- *“Although there is some good teaching taking place and the proportion of good teaching is rising, there is still too much which is at a basic level, and more worryingly, some that is still below basic. In the best classes students are motivated and even excited by their learning, but in the worst classes, students are turned off by the experience, bored and one or two become rebellious.” (Cambridge Education – Emerson Middle School)*
- *“Teachers are meeting in department PLCs [Professional Learning Community] to discuss differentiation strategies; however, more professional development and support is needed for teachers to actually implement common assignments.” (Principal-Fremont Middle School)*
- *“In general, teaching is not well differentiated to meet individual student needs, and student engagement is lacking. The curriculum used in English language learner classes does not engage students, and it was unclear to the teachers how the curriculum supported the core content standards.” (Cambridge Education – Fremont Middle School)*
- *“If a teaching approach fails the first time, teachers tend to repeat it rather than trying new ideas or approaches.” (Cambridge Education – Emerson Middle School)*
- *“Teachers are only at the awareness level regarding the need to use formative assessments to guide instruction and develop lessons.” (Principal – Pomona High School, APSA Planning and Monitoring Tool)*

Needs related to staff effectiveness:

Based upon the findings on staff effectiveness, specific action plans will need to be implemented. Specifically, a significant increase in professional development including job embedded professional development will take place. Professional development will be centered on lesson design that includes effective research-based instructional strategies, differentiated instruction, strategies that are proven to be effective for English learners. Staffs will also engage in professional development in classroom environment, increasing time on task, student engagement and belief systems. There is a strong need to address the beliefs at these schools in which too many teachers and staff consider the students' background, language and cultural differences as a primary reason for low student achievement and engagement.

In addition, there will be a significant increase in the accountability regarding teacher practices. This will occur through Professional Learning Communities (PLC) that include peer accountability in order to de-privatize teacher practices. The teacher evaluation system will also be revised to take into account data on student growth as a significant factor. There will also be an increase in the monitoring frequency of teacher practices by academic coaches, principals, and district administrators. There will be a strong commitment to work with those teachers who need improvement; and to remove them if after ample opportunities to improve their professional practice, they have not done so.

Furthermore, a rewards and incentive program will be implemented for school leaders, teachers, and other staff who are being successful in advancing student learning. This will result in the improvement of the morale for good teachers and help good teachers reach their highest level of effectiveness. Another effect will be an enhanced school climate and a positive school culture of collaboration among teachers that includes a respect for students, staff and parents.

The requirements of the Transformation Model for "developing and increasing teacher and school leader (and other staff) effectiveness" fit well with this set of needs.

1b. Findings On Use Of State-Adopted Standards-Aligned Materials And Interventions, Curriculum Pacing, And Instructional Time:

The schools have state-adopted standards aligned materials and interventions and are Williams compliant. However, observations reveal that classroom teachers struggle to provide the interventions that students need. A major problem is that there is simply not enough instructional time to allow for re-teaching and interventions, given the breadth and depth of the curriculum standards, without taking the time away from critical core content instruction. Pacing guides drive instruction as teachers march through the curriculum in the limited time available, leaving insufficient time for either interventions or enrichment opportunities. Another concern is the state-adopted intervention programs are not implemented to fidelity. These programs include *Read 180*, *Language!*, *High Point*, and *EDGE*.

Examples of specific findings:

- According to data, the number of sessions implemented for *Read 180* is only at one-third of the recommended sessions.
- According to master schedules, there are currently no *Language!* classes available for students. Teachers-On-Assignment at these sites are using *Language!* with selected students intermittently.
- The Academic Program Survey at Emerson Middle School showed a concern among staff for the lack of time for differentiated instruction to address the needs of English learners and students with disabilities.
- *“The quality, currency and availability of textbooks and instructional materials in Reading/Language Arts, Mathematics, Science, and History/Social Science are 100%” (UCLA School Management Program – Emerson Middle School)*
- *Student learning varies from class to class. Pacing guides drive instruction without reasonable accommodation for variance in students’ ability to master concepts. There is little evidence of re-teaching opportunities being used thoughtfully to address individual students’ gaps in understanding. In particular, English language learners (the majority of the student population at the school) and special needs students who are struggling are being left further and further behind. (Cambridge Education – Fremont Middle School)*
- *“There are too few opportunities for re-teaching... Too little attention is paid to assessing students’ particular skills, knowledge and understanding and then building these incrementally. Pacing guides drive instruction at a very quick pace. For those who can keep up, this is fine, but for those who are struggling, principally the ELL students, the unthinking use of pacing guides destroys their interest and leaves them bewildered and struggling.” (Cambridge Education, Emerson Middle School)*
- The principals and teachers reported that they have Response to Intervention (RtI) strategies in place, yet there is not enough time to implement the strategies effectively. *(Discussions with principals and site staff as part of SIG application process – Pomona High School, Fremont Middle School, Emerson Middle School)*

Needs related to use of state-adopted standards-aligned materials and interventions

Based upon the findings, it is determined that additional professional development is needed to ensure fidelity and the effective use of state-adopted materials. This will include programs such as *Read 180*, *Language!*, and *ELD materials*. In addition, professional development is needed for all teachers on how to best meet the needs of English learners throughout the school day in all content areas.

According to the findings, more instructional time needs to be added to each day in order to allow time for re-teaching, intervention and enrichment opportunities. School schedules need to be reconfigured to maximize student learning time and minimize loss due to passing time and transitions. Teachers need support in the effective use of instructional time. Not only will the instructional time be increased, the most qualified teachers will be assigned to intervention classes for the students with identified specific learning needs. Administrators and teachers will monitor the delivery of interventions and review curriculum embedded assessment data to increase accountability and

fidelity to the programs.

The Transformation Model requires “increased learning time for all students with particular emphasis on intervention for struggling learners,” thus making it an appropriate selection given these needs.

1c. Findings On Use Of Student Data:

Although the district has a reliable and accessible data management system, along with tools for data analysis, there is not consistent and effective use of student performance data. Data is currently used primarily for identifying students in need of support and intervention while use of student data to inform instruction is limited.

Examples of specific findings:

- *“These data are yet to be used to inform planning systematically to meet the range of needs in the class and to set specific quantitative target at subject level and earning goals for individuals.” (Cambridge Education – Pomona High School)*
- *“The under uses of data is reflected in the lack of in-depth assessments. Student records are not used well, resulting in students lacking a clear understanding of where they are achieving well, or what they need to do to improve.” (Cambridge Education – Emerson Middle School)*
- *“The use of disaggregated student assessment data is new to many of the staff... Individual classroom assessments to gauge student understanding and progress range widely across the departments and grade levels.” (Cambridge Education – Fremont Middle School)*

Needs related to use of student data:

The findings clearly indicate a need for an increased use of student data to drive instruction. Teachers will need additional time for collaboratively using data, and examining student work to determine student needs, and making adjustments to their instructional practices. Along with this, teachers will work together to develop common assessments and scoring rubrics.

Additional training and support is needed on the use of RxNet,(the district data management systems) and data analysis protocols. This will enable teachers to better use data for the appropriate placement and progress monitoring of students. This will also allow scheduling changes to occur in a timely manner. The sites will need to analyze data more frequently in order to make timely and appropriate decisions when students are not performing well. This data will include site/department common formative assessments, as well as district wide assessment data.

The “Comprehensive Instructional Reform Strategies” require promoting the continuous use of student data, providing further evidence that the Transformation Model is a good choice for these three schools.

1d. Findings On Amount And Types Of Staff Professional Development, Collaboration, And Instructional Support:

The district currently provides six days of professional development annually to all teachers. This professional development is generally considered to be of high quality and includes topics that align to district and site instructional initiatives (English Learners, Response to Intervention, Literacy, and use of data). Levels of implementation are formally reviewed during APSA Site Monitoring visits that are conducted by Instructional Services' administrators and during regular classroom observations by principals. In addition, each staff has one hour of professional learning and collaboration time each Friday morning.

The extent to which the time for professional development and collaboration are valued by teachers varies. Additionally, follow-up, implementation of what was learned in trainings, and support at the classroom and site levels are inconsistent. There is minimal time and support for job-embedded professional development.

Needs related to amount and types of staff development, collaboration, and instructional support:

In order for staff development, collaboration, and instructional support to be most effective, schedules need to be carefully designed to allow teachers common planning and collaboration time within both grade level and content area teams. In addition to the six professional development days currently in place, job embedded professional development will need to be added. This professional development will focus on research-based effective strategies, differentiated instruction, lesson design, developing rigor in the content areas, strategies that are proven to be effective for English learners, classroom environment, increasing time on task and student engagement. Additional staff (e.g., academic coaches and/or Teacher Teaching Specialists) will be needed to support the job embedded professional development. This would include modeling strategies presented during professional development so teachers can utilize these best practices in the classroom, co-teaching, engaging in the coaching cycle that includes observation with feedback, and facilitating PLCs. Sites will work collaboratively to set clear expectations for PLC and develop a culture of collaboration founded on a belief system of success for all.

Additional time is needed for teachers on a weekly basis to be able to:

- Use a data-driven cycle of inquiry leading to changes in instructional practices
- Jointly examine student work
- Develop common scoring rubrics
- Jointly develop and use common formative assessments to analyze and improve their instructional practices
- Conduct peer observations
- Build capacity of teacher leaders and all teachers
- Strengthen teacher knowledge of subject matter content

In both the requirements for “developing and increasing teacher and school leader effectiveness” and for “comprehensive instructional reform strategies,” these needs will be addressed, showing once again that the selection of the Transformation Model is a good one.

1e. Findings On School Climate And Student Support:

While our schools continue to engage in activities that directly support academic achievement, enhance teacher and leader effectiveness, and collaborate around the use of data, the issues of school climate and student support are factors that also significantly impact our students’ engagement and success in school.

With the additional emotional and social support that is needed for the many students living in group homes and foster care in Pomona, the school counseling programs can not effectively address the individual needs of every student as they relate to academic, social, behavioral, and college/career counseling.

Pomona High School registers ten to fifteen new enrollees on a weekly basis and Emerson and Fremont Middle Schools enroll two to three new students each week throughout the year. This high mobility rate directly impacts the success of students in school.

Other examples of specific findings:

- *35% of students at Pomona High School feel ‘protected’ by caring relationships between other students and staff.” (Pomona High School - California Healthy Kids Survey, 2009)*
- *“About 53% of students feel safe at Fremont and Emerson Middle Schools; 31% at Pomona High School.” (Emerson Middle School - California Healthy Kids Survey, 2009)*
- *“Parents concern over drug use and sale of drugs on and around campus.” - (Pomona Parents involved in the Parent Institute for Quality Education (PIQE) trainings and at monthly parent open forum meetings with the principal.)*
- *“Parent and student fears about reporting bullying and perceptions about retaliation and the fact that staff does not care or are powerless to do anything about it.” (Fremont Middle School parents)*
- *“ ‘Those kids’; ‘students have the right to fail’; non-college prep classes for ‘those’ kids so other kids can learn; there’s nothing we can do because families don’t care about school; the parents aren’t involved; why should we care when the parents don’t?” (Comments heard by several staff members at each school.)*
- *“Teachers don’t care about the kids.” (Comments made by parents and students during community SIG meetings.)*

As a result of the data and statements made by staff, students and parents, the development of the APSA (single school plan) this year focused on specific researched-based practices to enhance school climate. For example, Fremont Middle School wrote a goal to reduce suspensions and expulsions by 25% by utilizing the Student Success Team (SST) process; and other strategies to develop and implement individual interventions for identified students and school wide prevention programs in the areas of:

- improving attendance and reducing tardies through student recognition assemblies, daily attendance contracts, and incentive programs
- reduce disruptive student behaviors with a common classroom behavior rubric

Needs related to School Climate and Student Support:

The Student Support Intervention Program (SSIP) which is patterned after the best practices learned from the prior grant-funded Student Assistance Program (SAP) will provide student and family support through school-based support groups for anger management, relationship and trust building with peers and adults, developing friends, and connect with community resources related to counseling, substance abuse, and all social services. This added support for students will increase accountability of students and staff for appropriate scholarly behavior and build relationships between students and staff.

Professional development will be provided on belief systems of high expectations for all students and support for adolescents in crisis due to family displacement, substance abuse, and other social/emotional issues. Specialized trainings through the Parent Center will support grandparents and guardians who are raising adolescents. The peer counseling program at the schools will allow students the opportunity to seek support from peers who can relate to similar problems and issues. A SSIP Intervention Teacher will be hired at each of the three schools to engage parents and students in an ever-present outreach program which connects stakeholders with community resources related to counseling, substance abuse and child welfare services. These social service programs will be designed to support both students and families.

The SSIP teacher, support staff and other teachers will organize and engage students in clubs after school and during lunch, and redirect students during school time by conducting 'group' sessions to meet students' social and emotional needs. A program for student outreach support that connects with community resources including social services to provide student and family counseling and support will be staffed by a Community Facilitator.

Pomona High School plans to organize the ninth and tenth grade students into teams in order to provide a more personalized high school experience for the students. Within the small school teams, students can be recognized for improved achievement, attendance, and behavior, and teachers in the team who know their students well can conduct mini SSTs with parents and students.

At Fremont Middle School, cross-curricular teacher teams will share the same students and develop project-based learning projects connected to the standards to increase student engagement and mastery. Enrichment activities offered both during and after school will include drama, art, music, robotics, sports and other academic and stimulating activities.

A Dean will help to maintain school climate with a student-centered focus in a small learning community in which all students are known, recognized, and supported. Working in collaboration with other support staff such as the SSIP staff and counselors, the dean's responsibilities will include expansion of peer counseling and peer mediation programs as well as outreach to help all students feel connected to school. Additionally, the dean will provide direct social-emotional support to students demonstrating negative behaviors, implement the school wide discipline policy, and improve communication with parents.

1f. Findings On Alignment Of Resources:

Alignment of resources is a constant priority for PUSD and is one of the Six Essentials that drives the reform work. In addition to ensuring that state and federal funds are aligned with each school's plan, PUSD works to make it possible for outside resources and support to be focused on each school's plan to transform. Examples: Wiengart Grant, CDE Dissemination Grant awarded to Cambridge Education, support from the Academy of Engineering, After School Education and Safety (ASES), University of California Riverside Gear Up program, partnerships with UCLA and Cal Poly.

Needs related to alignment of resources:

With multiple funding sources, it will be essential that school leaders use all resources to support what is in their implementation plans. The district and schools will need to be selective in their search for additional resources so they do not get involved in a funding opportunity that detracts or diverts them from their plan.

Within these schools, alignment of human resources needs to be considered. For example, some of the most highly qualified and effective teachers need to be assigned to the neediest students.

Summary Of Findings Connected To "90/90/90 Schools" Research:

With these findings in mind, PUSD leaders also reviewed the "90/90/90 schools" research conducted by the Center for Performance Assessment. The term 90/90/90 refers to schools with the following characteristics: 90% or more of the students were eligible for free and reduced lunch, 90% or more of the students were members of ethnic minority groups, and 90% or more of the students met the district or state academic standards in reading or another area (Reeves 2000). When this model is applied to the three schools, the data tells a very different story than 90/90/90. Using the same indicators, the characteristics for each can be summarized as:

Pomona High School: 82/94/37
Fremont Middle School: 95/94/22
Emerson Middle School: 88/94/22

The data portrayed in this way strongly demonstrated to the key stakeholders in the district the severity and urgency of the current situation and the need for transformation. It also sent a clear message that 90/90/90 is a real possibility because it is happening in other places, so why not in PUSD?

ii. Selection of Intervention Models

Response:

The selection of the intervention model was tied to understanding the findings at these three schools, taking into consideration the major reform work that has already taken place both in the district and at these three schools, and consideration of how the selection of a particular model might impact other schools in the district. The transformation model was selected for all three schools for the following reasons:

- The transformation model fits well with the PUSD's theory of action (Six Essentials) and its Academic Plan for Student Achievement (APSA) focus areas and strategies which are:
 1. Total Literacy Connection
 2. English Learners
 3. Response to Intervention
 4. School Climate
- PUSD has the capacity to fully implement the transformation model.
- The transformation model and the SIG funds will allow these schools to leverage, deepen, and accelerate the work that has already begun.
- The transformation model includes the requirement to revise the teacher evaluation and fits well with the need to significantly increase accountability regarding teacher practices. The district is committed to designing the revised teacher evaluation system with teacher and principal involvement, and will work with the teachers' union leadership in this process. [Current contract language does not prohibit the use of student achievement data in the teacher evaluation process.] Additionally, the principal evaluation was recently developed to include student achievement data and will be revised to include transformational leadership competencies as well.
- The transformation model will provide leverage as well as incentives to change teacher behavior and beliefs to embrace a culture of collaboration and high expectations for all students and staff.
- The transformation work that has already begun at Pomona High School and Fremont Middle School align well to the required or permissible activities of the Transformation model. Both have begun implementing small learning communities for students. Pomona High School has partially implemented an Engineering Academy and a Medical Academy for students interested in these college-to-career pathways. Fremont Middle School, as mentioned earlier, is in transition to becoming a grade 7-12 Engineering and Design Academy. The Transformation Model requirements for secondary schools support these changes. Furthermore, some of the other models would necessitate a major change in the teaching staff, causing important momentum to be lost.

- As noted in *Section i Needs Analysis* above, the needs listed under each finding connect well to the Required or Permissible Activities of the Transformation Model.

PUSD has five other low-performing schools in addition to these three. District leaders are determined to develop models that can be used for these other schools and throughout the district.

The Closure Model was rejected. Each of PUSD's schools is geographically located such that closing any one of them would be a severe hardship to the students and families that the school serves. Transportation would become a significant problem for many of the district's low income families.

The Restart Model was rejected because there was no support for independent charters, and a dependent charter would not be significantly different from the transformation model. Under a dependent charter the teachers function under the current union contract.

The Turnaround Model was rejected because it would create an adverse impact on other schools in the district. There are five other schools in the district that are also persistently low performing (although not yet formally identified as Tier I or Tier II). Choosing the Turnaround Model would result in taking the more effective teachers from across many other district schools, leaving a void, and thereby putting those schools at risk of moving further into the Program Improvement process/timeline.

PUSD wants to build a model that has the capacity to improve the effectiveness of its existing teachers while at the same time increasing accountability and incentives for teachers. PUSD is committed to improving the effectiveness of all of its teachers, regardless of the school they serve. As such the Transformation Model is the best choice.

In closed session on May 5, 2010, and based on a recommendation from Cabinet, the Board of Education authorized proceeding with developing plans for the Transformation Model at all three schools, pending further discussion at the respective sites and development of the plans. During the public session of the regularly scheduled Board of Education meeting on May 5, 2010, the SIG opportunities and requirements were shared and public comment elicited. At a special Board of Education meeting on May 20, 2010, the Board of Education unanimously approved the application to CDE and the Transformation Model plans for the three schools.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response:

As noted in the first major finding, PUSD has built a strong base from which to support these transformation models. Under the leadership of the former superintendent, it aligned its vision, mission, strategies and theory of action with research-based ideas and best practices. The current superintendent, Richard Martinez, has continued to provide strong leadership for a district-wide reform effort. The district has worked diligently to identify resource needs and to meet these needs. It has bolstered its internal capacity by forming strong partnerships with Pivot Learning Partners, Cambridge Education (LLC), Cal Poly, the UCLA School Management Program, and Claremont Graduate School.

Progress already made in the transformation models at the three schools is additional evidence of capacity. Pomona High School and Fremont Middle School are a year ahead of Emerson Middle School. In many cases the work done at Fremont has paved the way for Emerson. Emerson can learn from and possibly enhance or scale up the work completed at Fremont (e.g., changing the master schedule) and it can learn from efforts at Pomona High School where its students will attend next (e.g., expand AVID strategies across the curriculum).

Another example of capacity is the fact that these schools have demonstrated that they have started to improve. Initial data on student achievement trends are encouraging. While there is still much work to do, evidence suggests these initial efforts are paying off. The following achievement data is from Pomona High School:

School wide CST's Over 3 Years

	School Wide	Hispanic	African American	English Learner	Title One	SPED
API Increase	+26	+18	+64	+27	+27	+75

CAHSEE10 Grade

	School wide	EL	African American
CAHSEE Growth ELA	+12%	+20%	+20%
CAHSEE Growth Math	+12%	+13%	+22%

Additionally, Pomona High School received the maximum WASC accreditation possible under circumstances (3 year clear), May 5, 2009. Another promising indicator of capacity at Pomona High School is the fact that it became an Advancement Via Individual Determination (AVID) National Demonstration School on February 17, 2010. [Over 3,500 schools have the AVID program worldwide but only 111 are recognized as National Demonstration Schools. AVID focuses on students taking rigorous coursework, providing appropriate support with college/peer tutors, with a goal of

setting students on course to a four-year college or university.] Pomona High School has doubled the number of students in their AVID program over the past two years. Currently, 20% of Pomona High School students are enrolled in the AVID program. Historically, 100% of Pomona High School AVID students graduate from high school and 96% attend a four year college or university. Their AP and honors enrollment have also seen a significant and steady gain in students.

While still very low, achievement data on Fremont Middle School is also showing a slow, but positive trend. From 2007 to 2009, students have demonstrated improvement in academic achievement by increasing their school wide proficiency rates to 20.8% in English and 16.7% in math.

Fremont has three subgroups of students who are considered statistically significant for accountability purposes: English Learners, Hispanic students, and students from Socio-Economically Disadvantaged backgrounds. The proficiency rates for these subgroups for spring 2009 are as follows:

- English Learners scored 22.2% proficient in English and 15.9% proficient in math, up from 13.6% proficient in English and 12.3% proficient in math in 2007;
- Hispanic students scored 28.9% proficient in English and 17.9% proficient in math, up from 19.6% proficient in English and 15.0% proficient in math in 2007;
- Low income students scored 28.4% proficient in English and 18.4% proficient in math, up from 20.5% proficient in English and 16.3% proficient in math in 2007.

Emerson has three subgroups of students who are considered statistically significant for accountability purposes: English Learners, Hispanic students, and students from Socio-Economically Disadvantaged backgrounds. The proficiency rates for these subgroups for spring 2009 are as follows:

- English Learners scored 19.6% proficient in English and 12.1% proficient in math, up from 9.0% proficient in English and 8.8% proficient in math in 2007;
- Hispanic students scored 28.1% proficient in English and 14.9% proficient in math, up from 22.2% proficient in English and down from 16.7% proficient in math in 2007;
- Low income students scored 28.0% proficient in English and 15.2% proficient in math, up from 22.3% proficient in English and 16.2% proficient in math in 2007.

There is substantial evidence in support of the capacity to do this work. For example, over the past three years principals have received PLC training that has enabled them to lead teachers in the participation of site PLCs. The use of protocols has been introduced to all sites. The district's sophisticated and comprehensive data management system and data analysis modules support the work of all site based PLCs. Although collaboration time is currently limited, SIG funds will enable an expansion of that time and a corresponding deepening of the work.

The district has a strong Professional Development division that will continue the work introduced by Instructional Services Administrators and Teacher Specialists, and that is supported by external providers as needed. There is good working knowledge of best practices and research-based interventions. This division also supports the use of the already adopted appropriate standards-aligned instructional materials. Some of this

work includes training internal trainers in the following areas: Thinking Maps, Write...for the Future, Path to Proficiency, the implementation of standards aligned instructional materials, and proven research-based instructional strategies for English Language Learners and students with disabilities.

The district knows that the coaching model works and invests in it. Principals have already received training, support, and coaching, and will continue to receive more under the SIG plan. In addition to this support, principals participate in monthly PLCs. The new site based academic coaches will be trained in effective coaching relationships and strategies. In alignment with the site based coaching model, the Transformation Officer and staff will receive coaching. A new and rigorous principal evaluation process has been established over the past two years and it aligns to the implementation of district and site instructional initiatives and leadership standards.

How the SIG Funds Will Help Deepen and Accelerate the Transformation Work at These Three Schools:

While these schools are off to a good start, there are six key changes that the support of the SIG funds will provide at this critical time.

1. Providing the addition of four academic coaches for each site to support job-embedded professional development, along with providing the extra time for Teacher Teaching Specialists at each school (see Implementation Charts for specifics for each school). The “Academic Coach and TTS model” is one that has been used successfully in other schools in PUSD. Specifically, Montvue Elementary grew by 60 API points last year when this model was implemented.
2. Additional professional development time (both embedded and off-site) through an additional 5 days of professional development and by adding an additional 2.5 hours at Pomona High School; 2 hours at Emerson; and 2 hours at Fremont for joint planning and collaboration time each week.
3. Critical support from the external provider (Pivot Learning Partners) in the form of differentiated professional development, coaching, and general implementation support and capacity building with a focus on change management to all levels (Cabinet, Board, sites) for transformation.
4. Increased learning time for students by adding minutes to the school day (see Implementation Charts for specifics for each school). This will also occur through the extension of the school year by 4-5 weeks, that includes a required summer school that will be offered to all students, with emphasis placed on those who are not proficient.
5. Creation and implementation of systems for greater accountability and monitoring, including a revised teacher evaluation system.
6. Additional student support through a Student Support Intervention Program and other staff and strategies to assist with increasing attendance, engaging parents and families and enhancing school climate.

As further demonstration of capacity, an outline of the transformation work in each of the three schools is outlined below, organized by the required activities in the SIG RFA, and in such a way to show the implementation work that has been initiated or completed with existing funds, as well as those that will be supported with SIG funds.

As the reader will be able to see, the SIG funds will provide critical support for these schools to deepen and accelerate their transformation work.

In the outlines of the transformation work below, and unless grant support is otherwise noted, the activities completed and/or initiated in the past two years were funded with available resources – specifically General Fund, Title I, II, III, and other site categorical funds.

Pomona High School (PHS)

The work to become an AVID National Demonstration School, along with its success to earn approval and begin implementation of a Medical Academy and an Engineering Academy have served to launch this school on its path to transformation, and have served as a catalyst for the staff around improvement efforts. The grant requirements and funds are needed to take the work deeper into the classroom and change teacher practices within these new structures.

a. Developing and increasing teacher and school leader effectiveness.

Progress Made:

A new principal evaluation system was implemented district-wide in the fall of 2008. Additionally a new principal was hired in August of 2008. Although all teachers have been trained in project-based learning and participate in one hour of weekly collaboration during late start Fridays, there is minimal job-embedded professional development at this site and there is a need to increase and deepen this work.

Work Still Needed:

There needs to be significantly more job-embedded professional development through additional collaborative time as noted below, and the addition of four new academic coaches to facilitate regular collaborative time, coaching, modeling, and PLCs. Academic coaches will design and support the professional development to assist in the implementation of best practices in the classrooms for school-wide consistency and fidelity. The teacher evaluation system will be revised to include rewards for high performing teacher leaders, teachers, and other staff. Financial incentives will be introduced to recruit, place and retain staff with the desired skills.

b. Comprehensive instructional reform strategies.

Progress Made:

Among other achievements, the school offers an approved Medical Academy for students that are interested; it is partially funded through California Partnership Academy Grant. There is a partially implemented Engineering Academy that is in the second year of introducing Project Lead the Way (PLTW) – a rigorous, hands-on curriculum relevant to Science, Technology, Engineering, and Mathematics (STEM). Pomona High School became an AVID National Demonstration School on February 17, 2010. They received this honor due to the implementation of AVID strategies, e.g., writing, inquiry, reading, and collaboration. There is still a need for teacher support in this area.

Although weekly PLC time is provided through late start Friday, there is evidence to support the continuous use of student data as teachers need more collaborative time to go deeper with on-going data analysis to inform instruction. Initial implementation of the UCLA Walkthrough process (student focused walkthroughs) provides anecdotal data opportunities for teachers.

Work Still Needed:

There is a need to improve the implementation of the instructional program for English-language arts and mathematics. This will occur through best first teaching that includes effective lesson design and delivery with purposeful instruction of academic vocabulary, discourse, and writing across all content areas. A specific focus for PLCs will be expository writing across all content areas, using collaborative scoring and teacher developed prompts. This academic focus is supported by the findings in “High Performance in High Poverty Schools: 90/90/90 and Beyond” (Reeves, 2003). In order to ensure that high quality writing instruction takes place in every classroom teachers will receive training in Write for the Future, a writing program that teaches students to use Thinking Maps for planning and organizing their writing. Full implementation will occur across all content areas after training.

The school commits to improve the implementation of Read 180 and the credit recovery program. This will include increasing student access to these programs.

Establishment of an early-warning system and re-engagement strategies that provide a program for student outreach support will connect with social services and will be staffed by a community facilitator.

c. Increasing learning time and creating community-oriented schools.

Progress Made:

The site will increase the instructional minutes by 10 minutes per day. Extended learning opportunities are offered through an after school tutoring program and the Saturday Scholars study program. Additionally, teachers participate in weekly one-hour PLCs during late start Fridays.

In addition to having many parent advisory committees, the school has implemented a Home/School Compact, Teacher Home Visitation Program via a Nell Soto Grant (grant funds are expended this year), and a parent action team.

Work Still Needed:

The school will need to implement a major revision to the school schedule, based on the Whittier High School model that utilizes block scheduling and maximizes learning time.

The school day will be lengthened by 30 minutes, each week for all students by starting school earlier on Fridays, as well as adding zero or 7th periods to allow needed time for re-teaching and intervention strategies, as well as academic enrichment opportunities.

Summer school extends the school year. During the summer of 2011, summer school will be offered and available to all students; required for incoming grade 9 students; students in need of credit recovery; CAHSEE prep and other intervention and enrichment courses. This will add a total of 150 hours (6 hours/day x 25 days) to the school year.

Total instructional minutes added for year one will be 180 hours.

Extended structured teacher collaboration planning and learning time will be increased by 2.5 hours per week for all teachers. Six work-days will also be added for teachers. This includes five days for professional development, planning and collaboration and one day devoted to classroom environment. This is an increase of approximately 120 hours of learning time for staff.

Professional development will be based on differentiated need, but will include:

- Differentiated instruction
- English Learner Strategies and expository writing
- Increasing time-on-task and student engagement
- Culture of high expectations

Students social/behavioral needs must be addressed. Implementation of Student Support Intervention Program and hiring additional staff (Dean, Community Facilitator, Intervention Counselor) will support and enhance school climate and individual students and families to promote early at-risk warnings systems, increase achievement, and reduce drop out rates. There is a need to conduct additional research and identification of community outreach programs that better link to child welfare and social services in order to improve educational outcomes for youth in foster care and/or other child welfare systems.

d. Providing operational flexibility and sustained support.

Progress Made:

The school has been granted flexibility in calendars and time. The principal has discretion over the school budget for all school based funding (e.g., categorical funding, grant funds, site-base general fund monies, etc.). The transformation model has been supported by the district office although more intensive technical assistance and related support is needed.

Work Still Needed:

An alternative governance structure that includes a School Transformation Office will be created. There will also be a significant increase in the amount of technical assistance support provided through the selected external provider, Pivot Learning Partners, for both site and district administrators, on transformational leadership competencies and change management.

- Coach training for the academic coaches
- Cohort training for the School Transformation Office personnel (Administrative Director and Teacher Specialists)
- Principal cohort coaching (for the three SIG school principals)
- Job-embedded coaching for the principal and assistant principals
- Teacher Leader professional development
- Job-embedded professional development support
- Coaching on school transformation for the Superintendent's cabinet (funded through a Stuart Foundation Grant)

Cambridge Education (LLC) will conduct annual monitoring of implementation and progress.

Fremont Middle School – 2009-10 was this school's second year with their principal and its official beginning of its reconfiguration to an Engineering and Design Academy for students in grades 7-12. Its fledgling efforts were boosted by the success of its staff and principal receiving official approval and a commitment for on-going support from the National Academy Foundation. Implementation includes Project Lead the Way (PLTW), a rigorous hands-on curriculum relevant to Science, Technology, Engineering, and Mathematics (STEM). The SIG funds and requirements are needed to take the work deeper into the classroom and change teacher practices within its new configuration and new curricular emphasis.

a. Developing and increasing teacher and school leader effectiveness.

Progress Made:

A new principal evaluation system was implemented district-wide in the fall of 2008. Additionally a new principal was hired in August of 2008. Although all teachers have been trained in project-based learning and participate in one hour of weekly collaboration during late start Fridays, there is minimal job-embedded professional development at this site and there is a need to increase and deepen this work.

Work Still Needed:

There needs to be significantly more job-embedded professional development through additional collaborative time as noted below, and the addition of four academic coach positions and six Teacher Teaching Specialists (TTS) to facilitate regular collaborative time, coaching, modeling, and PLCs. Academic coaches and TTSs will design and support the professional development to support implementation of best practices in the classrooms for school-wide consistency and fidelity. The teacher evaluation system will be revised to include rewards for high performing teacher leaders, teachers, and other staff. Financial incentives will be introduced to recruit, place and retain staff with the desired skills.

b. Comprehensive instructional reform strategies.

Progress Made:

It is evident that data is used to identify and adopt an instructional program that meets stated criteria for English language arts and mathematics. Technology-based supports and interventions are part of the instructional program. Initial implementation of UCLA Walkthrough process (student focused walkthroughs) provides anecdotal data as well.

Through the implementation of an Engineering Academy, there is a school-wide focus on cross-curricular project based learning that was implemented in the fall of 2009. Projects are connected to the school wide engineering theme.

The school has a Response to Intervention and Instruction (RtI²) model in place that needs more time and support next year. The current RtI² process is led by a Teacher on Assignment (TOA) funded by district stimulus money for the 2009-2010 school year. This teacher delivered instruction to two small classes of English Learners as the teacher of record to increase academic English proficiency. In addition, the TOA co-taught with other English teachers, organized the school's SST process, worked with core teacher teams to monitor and identify students' progress, and created personalized intervention plans for students who weren't successful after receiving targeted intervention.

There is some use and sharing of effective instructional strategies within some classrooms. These strategies include:

- Differentiated Instruction
- English Language Development (ELD)
- Specially Designed Academic Instruction for English (SDAIE)
- Thinking Maps,
- Vocabulary & writing daily
- Accelerated Reader
- Marzano's nine instructional strategies
- Project –Based Learning in Cross-Curricular Teams
- On-line resources used (Atomic Learning)
- Adherence to common pacing schedules
- Vertical teaming

Work Still Needed:

There is a need to improve the implementation of the instructional program for English-language arts and mathematics. This will occur through best first teaching that includes effective lesson design and delivery with purposeful instruction of academic vocabulary, discourse, and writing across all content areas. A specific focus for PLCs will be expository writing across all content areas, using collaborative scoring and teacher developed prompts. This academic focus is supported by the findings in "High Performance in High Poverty Schools: 90/90/90 and Beyond" (Reeves, 2003). In order to ensure that high quality writing instruction takes place in every classroom teachers will receive training in Write for the Future. Full implementation will occur across all content areas after training.

The school commits to improve the purchase and implementation of reading intervention programs: Language! for grades 7 and 8; and Read 180 for grades 9-12.

The school will continue to implement the Academy of Engineering and Design and to create a six-year program with PLTW that is a rigorous, hands-on curriculum relevant to STEM.

One of the goals for Fremont is the creation of smaller learning communities through the implementation of the Engineering and Design Academy. Upon completion of the reconfiguration, the total enrollment for grades 7-12 will only be 900, thereby having created smaller learning communities for all youth in contrast to a large comprehensive high school. Additional support for the Rtl² process is needed to increase time and the ability to assign best teachers to students in need of intervention.

c. Increasing learning time and creating community-oriented schools.

Progress Made:

A completely reconfigured schedule implemented during the 2009-2010 school year accomplished the following:

- Added 45 minutes per day of instructional time
- Time for cross curricular planning teams to meet through common conference periods and one hour of common planning time for all staff on late start Friday.

The school provides extended learning opportunities including after school tutoring, Saturday Academies, and After School Education and Safety Program (ASES). ASES includes homework help, nutrition, physical activity, enrichment activities everyday until 6:00 p.m. for all students enrolled. Supplemental Education Services (SES) are in place (funded by district Title I funds) and consists of outside service providers who provide tutorial assistance to enrolled students off campus.

In addition to having many parent advisory committees, Fremont has implemented parent education classes, parent training to support Reading/Language Arts, increased use of parent volunteers, and the Parent Institute for Quality Education (PIQE). The PIQE program was brought to Fremont for the first time in fall 2008. It is a nine-week institute for parents in which parents are taught to become advocates for their children around a variety of topics, including college admittance requirements including SAT I and II as well as A-G requirements for UC/CSU university admittance, the importance of GPAs, and regular parent communication with the school.

The recent push to increase parent volunteers has coincided with the district's recent outreach to the community to broaden parent involvement, particularly in the area of secondary education. In fall 2009, The GEAR-UP program funded by a federal grant has provided parent workshops around preparing students for academic success and becoming college-ready as well as taking parents on college field-trips to neighboring colleges, such as UC Irvine, CSU San Diego, University of La Verne, DeVry University. Since fall 2009 the GEAR UP program has provided college tutors to make available in-class instructional support as well as tutoring during lunch and afterschool. The GEAR UP tutors also provided direct tutorial support in the AVID classes for their twice-a-

week tutorials. All college tutors have received training on the AVID tutorial process.

The partnership with Pomona College was expanded. The Theater for Young audiences program was started in fall 2007 as part of a broader community partnership with the Draper Center for Community Engagement at Pomona College. A Pomona College drama professor and her students come to Fremont once a week to work with Fremont students to study a traditional play and adapt it and stage it for performance on stage in Pomona College in the spring. With a strong emphasis on written and spoken language, all students read and work with the original language of the plays and much of the original language is performed onstage along with student generated vignettes that address the themes of each play. The three plays that have been performed include the "Crucible," "Twelfth Night" and "As You Like It." Participation is open to all interested students, including students with disabilities, ELs, etc.

Work Still Needed:

Increase learning time by creating a staggered schedule so that all students take 7 classes (either 0 period or 7 period). With the staggered schedule, students have access to more classes, including opportunities for intervention and credit recovery within the school day. This time extension adds an additional 182 hours, for a total of 279 additional hours since transformation began.

Offer summer school for all students to extend the school year, resulting in an additional 150 hours of learning time. Total added hours for 2010-2011 is 429 hours more than the 2008-2009 school year.

Structured teacher collaboration planning and learning time will be extended by 2.0 hours per week for all regular classroom teachers. Six work-days will also be added for teachers. This includes five days for professional development, planning and collaboration and one day devoted to classroom environment. Professional development will be based on differentiated need, but may include:

- Differentiated instruction
- English Learner Strategies and expository writing
- Classroom Environment
- Increasing time-on-task and student engagement
- Creating a culture of high expectations for all

There needs to be more research and identification of community outreach programs that better link to child welfare and social services in order to improve educational outcomes for youth in foster care and/or other child welfare systems. The re-engagement and early warning process needs more extensive study and implementation to include home visits and the SST Process.

e. Providing operational flexibility and sustained support.Progress Made:

The school has been granted flexibility in calendars and time. The principal has discretion over the school budget for all school based funding (e.g., categorical funding, grant funds, site-base general fund monies, etc.). The transformation model has been supported by the district office although more intensive technical assistance and related support is needed.

2009-2010 was the beginning of the process to reconfigure this middle school from a grade 7-8 school to a grade 7-12 school. As the students move up a grade, a new grade will be added each year. 2010-2011 will bring the addition of grade 9 as the current grade 8 students move up to grade 9. Although the school did not add any grade levels this year, it began the instructional reconfiguration with an additional 45 minutes a day, an instructional focus on student collaboration and teamwork, an adoption of teacher cross-curricular teams with common-planning, the implementation of teacher-team-created spring projects that all students must complete, and the revision of the bell schedule to include a weekly project-period for students to work on their project.

The transformation has been supported by the district office (more intensive technical assistance and related support is needed).

Work Still Needed:

An alternative governance structure that includes a School Transformation Office will be created. There will also be a significant increase in the amount of technical assistance support provided through the selected external provider, Pivot Learning Partners, including:

- Coach training for the academic coaches
- Cohort training for the School Transformation Office personnel (Director and Teacher Specialists)
- Principal cohort coaching (for the three SIG school principals)
- Job embedded coaching for the principal and assistant principals
- Teacher Leader professional development
- Job-embedded professional development support
- Coaching on school transformation for the Superintendent's cabinet (funded through a Stuart Foundation Grant)

Cambridge Education (LLC) will conduct annual monitoring of implementation and progress.

The principal will attend professional development through the Great Leaders for Great Schools Academy.

Emerson Middle School - This school is not as far along in its transformation as the other two. A new principal was assigned for the 2009-2010 school year to initiate this school's transformation. As it moves forward with its transformation, it will build on the work of Fremont and Pomona. As a feeder school to Pomona High School, the principal of this school will work closely with the principal of Pomona High School to create smooth transitions for the students. As all three schools work together and aspire to achieve the results of the "90/90/90 schools" research, this school will have collegial support from the other two.

a. Developing and increasing teacher and school leader effectiveness.

Progress Made

A new principal evaluation system was implemented district-wide in the fall of 2008. Additionally a new principal was hired in August of 2008. Although all teachers have been trained in project-based learning and participate in one hour of weekly collaboration during late start Fridays, there is minimal job-embedded professional development at this site and there is a need to increase and deepen this work.

Work Still Needed:

There needs to be significantly more job-embedded professional development through additional collaborative time as noted below, and the addition of four new academic coaches and six Teacher Teaching Specialists (TTS) to facilitate regular collaborative time, coaching, modeling, and PLCs. Academic coaches and TTSs will design and support the professional development to support implementation of best practices in the classrooms for school-wide consistency and fidelity. The Teacher evaluation system revised to include rewards for high performing teacher leaders, teachers, and other staff. Financial incentives will be introduced to recruit, place and retain staff with the desired skills.

Since the current principal has decided to accept the District's retirement incentive package effective June 30, 2010, a new principal who has a proven record of strong instructional leadership will be in place as of July 1, 2010.

b. Progress made on comprehensive instructional reform strategies.

Progress Made:

It is evident that data is used to identify and adopt an instructional program that meets stated criteria for English language arts and mathematics. Technology-based supports and interventions are part of the instructional program. Reading and ELD intervention classes are in place.

Initial implementation of UCLA Walkthrough process (student focused walkthroughs) provides anecdotal data as well for teachers to reflect on extent to which students are responding to instruction.

There is some use and sharing of effective instructional strategies within some classrooms. These strategies include:

- Differentiated Instruction
- English Language Development (ELD)
- Specially Designed Academic Instruction for English (SDAIE)
- Thinking Maps
- Accelerated Reader
- Marzano's nine instructional strategies
- On-line resources (Atomic Learning)
- Adherence to common pacing schedules

Work Still Needed:

There is a need to improve the implementation of the instructional program for English-language arts and mathematics as there is varied and inconsistent evidence of quality teaching and learning. This will occur through best first teaching that includes effective lesson design and delivery with purposeful instruction of academic vocabulary, discourse, and writing across all content areas. A specific focus for PLCs will be expository writing across all content areas, using collaborative scoring and teacher developed prompts. This academic focus is supported by the findings in "High Performance in High Poverty Schools: 90/90/90 and Beyond" (Reeves, 2003). In order to ensure that high quality writing instruction takes place in every classroom teachers will receive training in Write for the Future. Full implementation will occur across all content areas after training.

The school commits to improve the purchase and implementation of Language! to fidelity and to assign most effective teachers to redirect students.

c. Progress made on increasing learning time and creating community-oriented schools

Progress Made:

The school provides extended learning opportunities including after school tutoring, math clinics, Saturday Academies, and After School Education and Safety Program (ASES). ASES includes homework help, nutrition, physical activity, enrichment activities everyday until 6 pm for all students enrolled. Supplemental Education Services (SES) are in place (funded by district Title I funds) and consists of outside service providers who provide tutorial assistance to enrolled students off campus.

The school has worked to improve in the area of increased parent involvement through parent conferences & workshops to increase parent volunteerism and parent education classes.

Work Still Needed:

The school day will be lengthened by 45 minutes each day, allowing needed time for re-teaching and intervention strategies, as well as academic enrichment opportunities. This will bring the total added amount of learning time for students to 285 hours prior to the transformation model being implemented.

Structured teacher collaboration planning and learning time will be extended by two hours per week for all regular classroom teachers. This includes five days for professional development, planning and collaboration and one day devoted to classroom environment. Professional development will be based on differentiated need, but may include:

- Differentiated instruction
- Lesson Design
- English Learner Strategies
- Classroom Environment
- Increasing time-on-task and student engagement
- Expository writing

There is a need for more research and identification of community outreach programs that better link to child welfare and social services in order to improve educational outcomes for youth in foster care and/or other child welfare systems. Establishment of an early-warning system and re-engagement strategies that provide a program for student outreach support will connect with social services and will be staffed by a community facilitator.

Further implementation of community/family involvement will include increasing parent involvement, parent conferences & workshops, increasing parent volunteerism, and parent education classes.

d. Progress made on providing operational flexibility and sustained support.

Progress Made:

The school has been granted flexibility in calendars and time. The principal has discretion over the school budget for all school based funding (e.g., categorical funding, grant funds, site-base general fund monies, etc.). The transformation model has been supported by the district office although more intensive technical assistance and related support is needed.

Work Still Needed:

An alternative governance structure that includes a School Transformation Office will be created. There will also be a significant increase in the amount of technical assistance support provided through the selected external provider, Pivot Learning Partners, including:

- Coach training for the academic coaches
- Cohort training for the School Transformation Office personnel (Director and Teacher Specialists)
- Principal cohort coaching (for the three SIG school principals)
- Job embedded coaching for the principal and assistant principals
- Teacher Leader professional development
- Job-embedded professional development support
- Coaching on school transformation for the Superintendent's cabinet (funded through a Stuart Foundation Grant)

Cambridge Education (LLC) will conduct annual monitoring of implementation and progress.

iv. Recruitment, Screening, and Selection of External Providers

Response:

Pivot Learning Partners is a nonprofit education reform organization with a fifteen-year track record of turning around underperforming schools and districts through research-based training and coaching for education leaders from the boardroom to the classroom – board members, superintendents, central office leaders, principals, and teacher leaders. With a key focus on systems change, PLP's combination of professional development, individualized, follow-up coaching, and data tools helps education leaders at all levels of the system build capacity within their schools and districts to raise student achievement and narrow the achievement gap.

PLP was founded in 1995 as the Bay Area School Reform Collaborative (BASRC) with a \$50 million grant provided jointly by the William & Flora Hewlett Foundation and the Walter Annenberg Foundation. BASRC used these grant funds to develop the Cycle of Inquiry model, a data-based decision-making process whose effectiveness in improving student outcomes was documented through a five-year independent study conducted by researchers at Stanford University. Due to impressive results, BASRC received additional funds. The organization then embarked on a new imperative to strengthen the focus on district-level change, and to build a sustainable business model to scale up the program. The name was changed to Springboard Schools to reflect a wider presence in California when it established regional centers in the Central Valley and Southern California. In 2009, the name was changed to Pivot Learning Partners with the launch of major district redesign projects.

Today PLP operates a core District Partner program that consists of a statewide network of some fifty districts in which PLP has demonstrated the most significant impact on student achievement. Through long-term partnerships, PLP brings together its core operating principles of research, professional development and coaching to create customized support for district-level and district-wide change. Analysis of data from District Partners has shown that these districts consistently improve at a faster rate than the state as a whole. PLP's track record in improving schools is strong as evidenced by an excellent record of school improvement for Program Improvement schools. Thirty-eight such schools made safe harbor in 2007-08; nearly 12% of the 113 California schools that exited Program Improvement in 2008-09 were PLP schools.

Pomona Unified School District has selected Pivot Learning Partners (PLP) as its external provider for technical assistance in selecting, developing and implementing the School Improvement Grant Transformation Model at Emerson Middle School, Fremont Middle School and Pomona High School. The District established its relationship with PLP in March of 2007. The Superintendent believed an external partner would be essential to implementing the district's reform agenda and the organization has contributed greatly to the improvement efforts.

The primary goal of the initial partnership was enhancing the leadership capacity of principals, Cabinet members and the Superintendent. Professional development that includes follow up individual and cohort coaching across the district with a focus on research-based best practices were the drivers for developing strong leadership.

During subsequent years, principal professional development focused on building professional learning communities, the use of data to inform instruction, and lesson design. With PLP implementing a customized program of services that are research based, Pomona's reform agenda has been launched and is having a positive impact on student achievement as evidenced by the growth in student achievement.

The selection of PLP to provide technical assistance was based on their experience in leading district and school level transformation, the research base of their work, the high quality and high level of training of the PLP coaches, and the organization's record of success in providing support for districts and schools that lead to improved student achievement. Most importantly, the decision was based on our successful track record with PLP.

The organization has a deep understanding of our challenges and our strengths and is therefore ready to immediately begin support that is based on a thorough knowledge of the schools and the district; it has built our capacity as leaders rather than doing the work for us; and PLP has the willingness to challenge us to do things differently and to give us honest feedback. One example of this is the training and coaching provided to Instructional Services staff that prompted us to confront the "brutal facts" about our work. In addition, PLP has consistently demonstrated their commitment and dedication to the district by including us in opportunities supported by PLP and other grant funding sources (i.e., Stuart Foundation).

Pomona's successful work with PLP has included, in addition to principal professional development and coaching, participation by the Chief Academic Officer (CAO) and administrative directors in Masterful District Leadership seminar series; professional development for district administrators; the development of a principal evaluation rubric; and collaboration with other district providers.

Pomona has a strong commitment to alignment and coherence within our work and this has been a cornerstone of our successful partnership with PLP. Their work is deliberately aligned to our Six Essentials and carries through to the professional development and coaching for the Superintendent, Cabinet, Instructional Services Division and principals. This provides a coherent, aligned support system that we wish to enhance with technical support for the transformation model of Emerson Middle School, Fremont Middle School and Pomona High School.

Recent district successes attributable to PLP are dramatically changed Cabinet practices with the creation of an Executive Cabinet group that focuses on the Six Essentials and core strategy during meetings, and the effective transition support for the new superintendent and new chief academic officer. The personnel involved in the decision to use PLP for technical assistance included the Superintendent, Chief Academic Officer, Administrative Director of Secondary Education, the three SIG school principals and other key district leaders who have worked with the PLP project leads and staff.

v. Alignment of Other Resources with the Selected Intervention Models
<p>Response:</p> <p>As a district, Pomona Unified has worked diligently to identify resource needs and find the resources to meet those needs. One of the Six Essentials that drives reform work in the district is Aligned Resources.</p> <p>Principals are given full authority to use their categorical and other site-based funds to support the reform efforts specific to their respective schools. Monitoring of this alignment of resources is included in the supervision and evaluation of the principals. Schools are also supported in their efforts to seek outside grant and in-kind support for their reform efforts.</p> <p>The new principal at Fremont Middle School was successful in gaining support from the National Academy Foundation (NAF) for the new Academy of Engineering and Design created at Emerson. AOE sites are supported by a strategic partnership between PLTW, NAF and National Action Council for Minorities in Engineering, Inc. (NACME).</p> <p>Pomona High School was successful in receiving a grant from the California Partnership Academy for its new Medical Academy. It was also successful in becoming an AVID national demonstration school as noted earlier.</p> <p>Other resources that have been aligned to support the transformation efforts include:</p> <ul style="list-style-type: none"> • Stuart Foundation Grant (support coaching cabinet on transformation and change) • CDE Dissemination Grant (support on-going program quality reviews by Cambridge Education) • Categorical funds: Title I, Title II, Title III, LEP, Carl Perkins, School Library grant. (For example, currently five staff development days will continue to be provided to the three schools from these funds.)
vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)
<p>Response:</p> <p>Not applicable.</p>
vii. Modification of LEA Practices or Policies
<p>Response:</p> <p>The Pomona Unified School District is fully committed to providing the operational flexibility and sustained support needed to implement the necessary programs and practices to fidelity and with sustained support.</p> <p>Fortunately, current PUSD Board of Education policies support the transformation model. While there have not yet been any specific policies identified as needing to change, there are many practices that will need modification.</p>

The current teachers' association contract has language that is consistent with the requirements of the Transformation Model although this language has never been fully utilized. Specifically, the evaluation language, in part states:

“Article 13: EVALUATION PROCEDURES

13.5 The District shall evaluate and assess member competency as it reasonably relates to:

13.5.1 The progress of pupils toward the standards of expected student achievement at each grade level in each area or program of study. The evaluation of member competence in this area, however, shall not include the use of publishers' norms established by standardized tests.”

This language allows for the district and the teachers' association to bargain and work collaboratively to revise the current evaluation tool and system so that it takes into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased graduation rates.

Pomona Unified School District is committed to working to create a system that is fair to teachers and takes into account real issues in Pomona, including the high mobility of students, as well as a value-added system of data analysis that holds teachers accountable for advancing learning. Upon receipt of grant award, District and union leadership personnel will engage in the collaboration process to revise the evaluation tool and system.

Teachers' contract language also supports an increase in learning time by extending the dismissal time for all students at Emerson Middle. although it also represents a change in practice:

“Article 10: HOURS OF EMPLOYMENT

10.3 The District shall adjust the length of the instructional day in conformance with the provisions of Education Code Section 46201. The minimum number of instructional minutes prescribed in Section 46201 may be exceeded to the extent that additional minutes assure meeting the prescribed minimums or assist in providing workable school schedules. Nothing in this Section 3 shall preclude the District from otherwise exercising its rights to increase the length of the instructional day.”

Practices to modify will include:

- **A revised school schedule:** To lengthen the school day and increase time of professional learning community activities
- **A revised school calendar:** To require non-proficient students to attend a mandatory summer school—essentially lengthening the school year by 25 instructional days. These additional days will be offered to all students at these three schools.
- **Rewards:** To develop and implement financial rewards for school staff that have

increased academic achievement and high school graduation rates as measured in some manner that is fair. Our process to develop these includes working with the teachers' union, principals, and site staff.

- **Incentives:** To develop an incentive for teacher attendance and possibly other incentives that will attract and retain talented teachers at these three schools. Our process to develop these includes working with the teachers' union, principals, and site staff.

The district is open to review any other policies or practices that have not been noted, but may arise as a result of implementation of the grant activities. The District understands that should the grant be awarded that the LEA Plan and Single Plan for Student Achievement at each of the three schools will be revised and submitted for approval by the State Board of Education.

viii. Sustainment of the Reforms after the Funding Period Ends

Response:

We also understand the importance of providing each school with operating flexibility, technical assistance, and the need to address practices or policies requiring modification. To ensure this is carried through, our governance strategy will create a District Transformation Office led by an experienced cabinet-level administrator. The District Transformation Office will have the capacity and authority to work with all District levels, including the Executive Cabinet and the Superintendent, to effect needed changes in practices and policies as they arise.

PUSD intends to implement a waiver to extend the funding through September 30, 2013.

PUSD is committed to building a transformation model that not only works for these three schools but for five other schools in the district that are also persistently low performing, although not identified on the Tier I, Tier II list this year.

The SIG funds and corresponding requirements are providing a catalyst for engaging in a new level of monitoring and accountability for classroom practices. Once these new systems for monitoring and accountability are in place, they will be sustainable with the district's ongoing resources.

The SIG funds also allow for an investment in the human capital at these three schools. The school staffs will learn to use formative, interim, and summative student performance data to inform instruction on a regular basis. They will form PLCs which will both support shared learning and will provide peer accountability and professional pride. This learning will carry forward for years to come as teachers and administrators share their learning and expertise at site and district levels.

In terms of sustaining the various design features of the Pomona Unified School District Transformation Model, the challenging design feature to sustain without increased resources is the increase in instructional and learning time for both students and school staff. Yet, if the models are successful, produce the results intended, and bring these

schools closer to the “90/90/90 schools” that PUSD aspires to have, then negotiations around all issues, including additional time, become more realistic. The community and all stakeholders will be able to point to these three schools as successful and will not only support them, but will demand no less for other schools.

As we document, note the ability to replicate the success of specific elements of the transformation model, district and site categorical funds can be reallocated. Furthermore, as we seek additional grant funding such as our pending Motorola Grant, we will ensure alignment to these best practices in the transformation model.

The district also has a long history of engaging in partnerships with surrounding support institutions. This work is often supported by grants either obtained by PUSD or by the supporting institution (e.g. Cal Poly, Pomona College). Such partnerships will continue, and it is expected that portions of their work will be focused on sustaining the work that begins with SIG funds.

Finally, the district is currently engaged in talent management work that will help to sustain the reforms. Specifically, the district is working with Cal Poly Pomona as part of a five-year grant, Great Leaders for Great Schools. In addition to PLCs for administrators, this program also trains teachers within the district to become effective administrators. Thus, as principals move on to other opportunities, the district will have developed its own cadre of new qualified principals to replace them and carry on the work.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response:

Pomona Unified School District is committed to hold all stakeholders accountable at every level. Each school will be measured on the annual goals noted below to ensure the transformation model leads to increased student achievement.

1. Reduce the percentage of students who are non-proficient on the state’s reading language arts assessment by 10% or more from the prior year for all students and for each sub-group.
2. Reduce the percentage of students who are non-proficient on the state’s mathematics assessment by 10% or more from the prior year for all students and for each sub-group.

These goals will be monitored closely through a new Transformation Office. The Administrative Director of Secondary Education (ADSE) is being designated as the Transformation Officer. The Transformation Officer will conduct monthly meetings with the school leadership teams to assess progress, determine needs, and provide technical support. There will be an agenda item at each meeting to consider assessment data of many forms, including a quarterly review of student benchmark assessment data.

The Superintendent, Chief Academic Officer, and Cabinet will monitor progress on a quarterly basis.

In addition to monitoring these student achievement goals, progress on performance targets on the District's Balanced Scorecard, which are already part of the principals' evaluations, will also be monitored. The indicators on the District's Balanced Scorecard that align to the transformation model include:

- AYP targets
- API targets
- API growth points sustained over five years
- Mean % of objectives mastered on the District wide Benchmark assessments
- AMO and API growth targets for English Learner subgroup
- CAHSEE grade 10 pass rates
- Percentage of school-wide and subgroups scoring Advanced/Proficient on AMOs in ELA and math by 5%
- Percentage of school-wide and subgroups scoring Far Below Basic on AMOs in ELA and math by 5%
- % of entering 9th grade students will be promoted to 10th grade with 50 credits or above at the end of the summer school (HS Only)
- Number of students meeting A-G requirements (HS Only)
- %of students passing AP exams (HS Only)

x. Inclusion of Tier III Schools (if applicable)

Response:
Not applicable.

xi. Consultation with Relevant Stakeholders

Response:
As part of our Six Essentials, Family and Community, the Pomona Unified School District has a long-standing commitment welcoming families and community members as our partners.

The same tradition of inclusion has been a part of our application process for the School Improvement Grant. Each school held a community forum with parents, students, citizens, teachers, administrators and staff to explain the School Improvement Grant program and to gather their input for the application. At one regular Board Meeting and two Special Board Meetings, the School Improvement Grant has been discussed and our teachers, union representatives, parents, students, and community members have all had the opportunity to share their thoughts.

Our District School Wide Leadership Team (DSWLT) comprised of representatives of parents, teachers, administrators, union leadership, and the community, engaged at each school to review academic and socio-economic data. The District also used school assessments and findings from educational organizations including Cambridge Education, Pivot Learning Partners and the UCLA School Management Team.

The Board of Education has been actively involved in the discussion and at a Special Board Meeting on May 20, 2010, unanimously voted to approve that the District proceed with its application. (See signed Collaborative Signatures.)

We are confident that the School Improvement Grant will make a real difference in the opportunities we are able to offer our students and their families.

The table below reflects the meeting helds and stakeholder input. See Attachment #2 for many agenda, sign-in sheets, minutes and/or notes where appropriate.

Date	Purpose of Meeting	Stakeholders	Input
April 16, 2010	First meeting at Pomona High School. Presented information on SIG opportunities and requirements.	District administrator, principal and site staff	Used iClickers (a technology that enables all members in a group to vote simultaneously without having to raise their hand for options presented on a screen) for all staff to share their "feelings" about being identified and about each of the models.
April 16, 2010	First meeting at Fremont Middle School. Presented information on SIG opportunities and requirements.	District administrator, principal and site staff	Used iClickers for all staff to share their "feelings" about being identified and about each of the models.
April 21, 2010	District School Liaison Team (DSLTL) meeting held at which the SIG opportunities and requirements were discussed.	District administrators, parents, teachers, principals, union leadership	Discussed the pros and cons of the SIG grant. (See attachment #3)
May 5, 2010	At the regularly scheduled Board of Education meeting, during the public session, the SIG opportunities and requirements were shared.	Board of Education members, Cabinet members, teachers, union leadership (both district and site level) principals, parents, community members	APT President stated the union's opposition to the School Improvement Grant, stating that SIG was not mandatory and that there was insufficient time to develop a model. The audience had no comments.

Date	Purpose of Meeting	Stakeholders	Input
May 6, 2010	DSLTL Subcommittee meeting at Emerson Middle School at which SIG opportunities and requirements were discussed and site data/needs analysis reviewed.	District administrators, parents, teachers, principals, union leadership	
May 7, 13, 17, 18, 19, 21	SIG Planning Team meetings	District administrators, three principals, Pivot Learning Partners consultants	
May 12, 2010	Meeting at Emerson Middle School to discuss and receive input on the Intervention Model, including reviewing the requirements of each model.	Certificated and Classified Staff, including representation by the teachers' union (site leadership), and several parents	Parents wanted assurance that student athletics would remain. They were interested in increased class time, workshops on dangers of drug use, and stronger campus security. Staff was interested in teacher evaluations. District explained class time would increase, there would be increased socio-emotional student support, and that union leadership would be asked to collaborate with the District to develop teacher evaluations.
May 13, 2010	Meeting at Fremont Middle School to discuss and receive input on the Intervention Model, including reviewing the requirements of each model.	Certificated and Classified Staff, including representation by the teachers' union (site leadership)	Teachers provided suggestions for inclusion in the grant: increased proactive intervention, early identification of students, more socio-emotional student support, peer counseling, helping students work in cross-cultural environments, and more parenting classes.

Date	Purpose of Meeting	Stakeholders	Input
May 13, 2010	SIG Parent & Community Meeting at Fremont Middle School. SIG opportunities and requirements were discussed and input taken.	Parents, community members, union leadership, teachers, administrators, staff	Parents wanted mandatory tutoring and summer school. The District explained the SIG program's emphasis on increased class time and tutoring.
May 17, 2010	SIG Parent & Community Meeting at Pomona High School. SIG opportunities and requirements were discussed and input taken.	Parents, community members, union leadership, teachers, administrators, staff	Parents concerned that the teachers' bargaining unit might not agree and that good teachers might be lost due to new evaluations. Parents interested in opportunities available from new funding; don't want Peer Counseling lost. They want continued collaboration between parents and teachers. District explained student achievement would be a significant aspect, but not the only measure for a teacher and that evaluations would be formed in collaboration with the teacher union leadership. Also, the Peer Counseling program will continue.
May 17, 2010	DSLIT Subcommittee meeting at Pomona High School at which SIG opportunities and requirements were discussed and input taken.	District administrators, parents, teachers, principals, union leadership	Preliminary grant writing ideas were shared.

Date	Purpose of Meeting	Stakeholders	Input
May 18, 2010	Special Board Meeting where it was announced that the Board would be voting to approve the SIG grant at the May 20, 2010 Special Board Meeting.	District administrators, parents, teachers, principals, union leadership	APT President stated union's opposition to the grant. Audience had no comments.
May 21, 2010	A SIG meeting was held at Pomona High School with 13 English Dept. teachers, the principal, and Chief Academic Officer.	Teachers, administrators, union representatives	Staff raised questions and received explanations about teacher evaluations, timeliness, and concern about autonomy and flexibility once the grant was in place.

SIG Form 4a–LEA Projected Budget**LEA Projected Budget**

Fiscal Year 2010–11

Name of LEA: Pomona Unified School District	
County/District (CD) Code: 19-64907	
County: Los Angeles County	
LEA Contact: Stephanie Baker	Telephone Number: (909) 397-4800 x3035
E-Mail: Stephanie.Baker@pusd.org	Fax Number: (909) 865-2390
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$148,504	\$148,504	\$148,504
2000– 2999	Classified Personnel Salaries	\$10,884	\$10,884	\$10,884
3000– 3999	Employee Benefits	\$41,293	\$41,293	\$41,293
4000– 4999	Books and Supplies	-0-	-0-	-0-
5000– 5999	Services and Other Operating Expenditures	\$50,000	\$24,500	\$17,500
6000– 6999	Capital Outlay	-0-	-0-	-0-
7310 & 7350	Indirect Costs	\$319,098.54 \$177,829	\$313,064.20 \$177,829	\$306,899.59 \$177,828
Total Amount Budgeted		\$569,780 \$227,829	\$538,245 \$202,329	\$525,080 \$195,328

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: Emerson Middle School	
County/District/School (CDS) Code: 19-64907-6058507	
LEA: Pomona Unified School District	
LEA Contact: Stephanie Baker	Telephone Number: (909) 397-4800 x3603
E-Mail: Stephanie.Baker@pusd.org	Fax Number: (909) 865-2390
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	\$1,115,342 \$1,190,986	\$1,115,342 \$1,202,499	\$1,115,342 \$1,214,012
1999				
2000–	Classified Personnel Salaries	\$58,027	\$58,027	\$58,027
2999				
3000–	Employee Benefits	\$248,716 \$147,200	\$248,716 \$148,623	\$248,716 \$150,046
3999				
4000–	Books and Supplies	-0-	-0-	-0-
4999				
5000–	Services and Other Operating Expenditures	\$124,750	\$85,500	\$39,750
5999				
6000–	Capital Outlay	-0-	-0-	-0-
6999				
7370 & 7380	Transfers of Direct Support Costs	-0-	-0-	-0-
Total Amount Budgeted		\$1,546,835 \$1,520,963	\$1,507,585 \$1,494,649	\$1,461,835 \$1,461,835

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: Fremont Academy	
County/District/School (CDS) Code: 19-64907-6061634	
LEA: Pomona Unified School District	
LEA Contact: Stephanie Baker	Telephone Number: (909) 397-4800 x3603
E-Mail: Stephanie.Baker@pusd.org	Fax Number: (909) 865-2390
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	\$1,287,203 \$1,388,108	\$1,328,303 \$1,437,322	\$1,369,403 \$1,490,024
1999				
2000–	Classified Personnel Salaries	\$58,027	\$58,027	\$58,027
2999				
3000–	Employee Benefits	\$294,421 \$171,564	\$299,601 \$177,646	\$304,781 \$184,160
3999				
4000–	Books and Supplies	-0-	-0-	-0-
4999				
5000– 5999	Services and Other Operating Expenditures	\$124,750	\$85,500	\$39,750
6000–	Capital Outlay	-0-	-0-	-0-
6999				
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$1,764,401 \$1,742,449	\$1,771,431 \$1,758,495	\$1,771,961 \$1,771,961

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: Pomona High School	
County/District/School (CDS) Code: 19-64907-1937028	
LEA: Pomona Unified School District	
LEA Contact: Stephanie Baker	Telephone Number: (909) 397-4800 x3603
E-Mail: Stephanie.Baker@pusd.org	Fax Number: (909) 865-2390
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	\$1,457,826	\$1,457,826	\$1,457,826
1999		\$1,510,149	\$1,532,827	\$1,555,504
2000–	Classified Personnel Salaries	\$58,027	\$58,027	\$58,027
2999				
3000–	Employee Benefits	\$289,931	\$289,931	\$289,931
3999		\$186,648	\$189,450	\$192,253
4000–	Books and Supplies	-0-	-0-	-0-
4999				
5000–	Services and Other Operating Expenditures	\$143,500	\$97,000	\$42,750
5999				
6000–	Capital Outlay	-0-	-0-	-0-
6999				
7370 &	Transfers of Direct Support Costs	-0-	-0-	-0-
7380				
Total Amount Budgeted		\$1,949,284 \$1,898,324	\$1,902,784 \$1,877,304	\$1,848,534 \$1,848,534

SIG Form 5a–LEA Budget Narrative**LEA Budget Narrative**

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Indirect costs for all schools and LEA	\$939,062.32 \$533,486	7000
	Year 1: \$310,098.54 \$177,829 Year 2: \$313,064.20 \$177,829 Year 3: \$306,899.59 \$177,828	
Hire an Administrative Director .5 FTE Salary: \$64,561 Benefits: \$16,680 Total .5 FTE: \$81,241 The Administrative Director of Secondary Education (ADSE) is the Transformation Officer (TO). The role of the ADSE is to ensure that all elements of the transformation plan are implemented to fidelity and that any barriers to implementation that arise are removed in a timely manner. As TO, the ADSE has been given authority by the Superintendent to work with the schools and all departments or offices in the district to ensure full advocacy and support for implementation of these plans.	\$243,723 Year 1: \$81,241 Year 2: \$81,241 Year 3: \$81,241	1000 – 1999 3000 – 3999
Hire Teacher Specialists (TS's) .25 FTE of four secondary content TS's Salary per .25 FTE: \$20,986	\$307,653	1000 –

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Benefits per .25 FTE: \$ 4,652 Total per .25 FTE: \$25,638</p> <p>The secondary content area TS's will provide targeted support to Academic Coaches and Administrators to enhance subject matter competency, use of effective instructional strategies and professional learning community behaviors through training, coaching, modeling, cohort facilitation, and other activities that promote student achievement in secondary content areas. TS's are certified trainers with expertise in site and District instructional initiatives, including <i>Write for the Future</i>, Teaching Secondary Content to English Learners, Thinking Maps/Path to Proficiency for EL's, Reading Intervention programs (<i>Read 180, Language!</i>) and other state-approved instructional materials.</p>	<p>Year 1: \$102,551 Year 2: \$102,551 Year 3: \$102,551</p>	<p>1999</p> <p>3000 – 3999</p>
<p>Hire Clerical Support .25 FTE Salary: \$10,884 Benefits: \$6,005 Total: \$16,889</p> <p>Provide clerical support to the Transformation office.</p>	<p>\$ 50,667</p> <p>Year 1: \$16,889 Year 2: \$16,889 Year 3: \$16,889</p>	<p>2000 – 2999</p> <p>3000 – 3999</p>
<p>Contract with Pivot Learning Partners</p> <p>Pivot Learning Partners will provide ongoing, intensive technical assistance and support through coaching for the Transformation Officer; participating in site monitoring visits and by providing feedback, evaluation and support for implementation of all aspects of the transformation plan.</p>	<p>\$ 92,000</p> <p>Year 1: \$50,000 Year 2: \$24,500 Year 3: \$17,500</p>	<p>5000</p>
<p>TOTAL:</p>	<p>Year 1: \$569,779.54 \$227,829 Year 2: \$538,245.20 \$202,329 Year 3: \$525,080.59 \$195,328</p>	

SIG Form 5b—School Budget Narrative**School Budget Narrative**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: **Emerson Middle School**

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Summer School Hire 18 FTE 19 days; 6 hour work day; hourly rate of pay Salary: \$3444 Benefits: \$421 Total per FTE: \$3865 <ul style="list-style-type: none"> Extend the school year with summer school that is <u>available</u> to all students. Increase the Summer School offerings so that all students will have access to both remedial and accelerated summer coursework, depending on their unique needs. 	\$208,710 Year 1: \$69,570 Year 2: \$69,570 Year 3: \$69,570	1000- 1999 3000- 3999
Provide Saturday Academy Tutorial Institutes 18 days/year; 4 hour work day/4 teachers Salary: \$3099 Benefits: \$379 Total per Teacher: \$3478 <ul style="list-style-type: none"> To provide targeted intervention for identified students. Sessions will be taught by students' regular math and English teachers for re-teaching, enrichment and reinforcement for identified standards. Teacher teams will use weekly team meetings to identify students who could benefit from these extended learning opportunities. Parents are invited so they can participate in technology classes in the Parent Center. Younger siblings are invited so they can participate in guided enrichment activities in reading, writing, and math as well as technology using the computer lab. 	\$41,733 Year 1: \$13,911 Year 2: \$13,911 Year 3: \$13,911	1000 – 1999 3000 – 3999

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Hire four (4) FTE Academic Coaches 199 day work year; 8 hour work day Salary: \$83,917 Benefits: \$18,605 Total per FTE: \$102,522 <ul style="list-style-type: none"> To work directly with teachers and provide ongoing, job-embedded professional development. 	\$1,230,264 Year 1: \$410,088 Year 2: \$410,088 Year 3: \$410,088	1000 – 1999 3000- 3999
Hire six (6) Teaching Teacher Specialists (TTS) 199 day work year/8 hour work day Salary increase per person per year \$16,161 Benefits increase per person per year \$2,250 <ul style="list-style-type: none"> To lead teaching terms; model, coach, and assist teachers with instructional strategies. Provide TTS with one release period along with extended work day for this work 	\$331,398 Year 1: \$110,466 Year 2: \$110,466 Year 3: \$110,466	1000 – 1999 3000 – 3999
Additional Teacher to Backfill for Teaching Teacher Specialists 1 FTE Salary: \$79,279 Benefits: \$18,038 Total 1 FTE: \$97,317 <ul style="list-style-type: none"> To backfill sections lost in master schedule due to release of Teaching Teacher Specialist (6) for one period each day 	\$291,951 Year 1: \$97,317 Year 2: \$97,317 Year 3: \$97,317	1000 – 1999 3000 – 3999
Teacher Extra Pay for PLC 33 FTE 72 hours Salary: \$4126 Benefits: \$ 533 Total per FTE: \$4659 Engage teachers in 2.0 hours of additional Professional Learning Community time per week for all teachers to collaborate. PLC work will focus on school wide writing initiative, creating and analyzing formative assessments, English learner pedagogy, research-based best practices for implementing block scheduling, adjusting instruction and re-teaching. The	\$461,241 Year 1: \$153,747 Year 2: \$153,747 Year 3: \$153,747	1000- 1999 3000- 3999

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>capacity of teachers to engage in PLC work will be enhanced through the use of:</p> <ul style="list-style-type: none"> • A data-driven cycle of inquiry • Protocols for examining student work and products as data • Reviews of professional literature 		
<p>Contract with Pivot Learning Partners Consultant Costs</p> <ul style="list-style-type: none"> • Full day trainings and weekly cohort and individual coaching sessions for the Academic Coaches and Teaching Teacher Specialists to build capacity and support teacher leadership; plan and debrief weekly PLC sessions for all grade levels and departments; attendance at PLC meetings (Year 1: 4 days Prof. Dev., 6 hours per week for 36 weeks; Year 2: 4 hours per week for 36 weeks; Year 3: 2 hours per week for 36 weeks) • Three days of professional development for transformation principals and administrative teams on all aspects of leadership for transforming schools, with particular emphasis on leading teacher collaboration; establishing a culture of high expectations for all; leadership and decision-making; and problem solving. • Individual job-embedded principal professional development that includes individual coaching sessions with a focus on skills aligned to the principal professional development and differentiated to meet individual principal needs. Coaching sessions are weekly. Year 1: 27 days; Year 2: 18 days; Year 3: 18 days. • Planning and facilitation of monthly transformation principal cohort sessions for job-embedded coaching that includes classroom walkthroughs to strengthen practices in classroom observation and feedback; and determining teacher effectiveness (Year 1 only – 9 days) • A human resources consultant to provide support to principal and associate principal, including collaboratively conducting some of the evaluations; to identify, evaluate and remove those teachers who, after ample opportunities have been provided for them to improve their professional practice, 	<p>\$213,000</p> <p>Year 1: \$117,750 Year 2: \$55,500 Year 3: \$39,750</p>	<p>5000</p>

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>have not done so. Having these experts help site administrators through the process has been shown to greatly increase the success rate of terminating unsatisfactory teachers. (Gradual decrease of support over the three years as administrators' capacity is built. Consultant will work with principal 8 days during Year 1; 6 days with both principal and associate principal in Year 2; and 5 days with associate and assistant principals Year 3.)</p>		
<p>Hire a Parent/Community Facilitator 1 FTE 205 days per year/8 hour work day Salary: \$24,675 Benefits: \$14,636 Total per year: \$39,311</p> <ul style="list-style-type: none"> To work closely with parents, community and school partners to connect with new parents and students. The facilitator will also work to re-engage families and students who are experiencing attendance issues. With 3-4 new students enrolling each week throughout the school year, the PCF will meet with all new students and families during the enrollment process to orient them to the school and community, explaining support systems, key dates relevant to the school, and local community resources. 	<p>\$117,933</p> <p>Year 1: \$39,311 Year 2: \$39,311 Year 3: \$39,311</p>	<p>2000- 2999 3000- 3999</p>
<p>Financial Rewards for School Staff 33 FTE Not to exceed \$2000/teacher/year</p> <p>Maximum per FTE Salary: \$2000 Benefits: \$245 Total per FTE: \$2,245</p> <ul style="list-style-type: none"> Implement a systematic incentive reward system for staff who raise student achievement on agreed upon measures 	<p>\$222,255</p> <p>Year 1: \$74,085 Year 2: \$74,085 Year 3: \$74,085</p>	<p>1000- 5000</p>

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Hire a Dean of Students 1 FTE Salary: \$88,600 Benefits: \$26,929 Total 1 FTE: \$115,529 <ul style="list-style-type: none"> Provide direct social-emotional support to students demonstrating negative behaviors, support and improve school climate, implement the school wide discipline policy, organize and run character/behavior/motivational assemblies and improve communication to parents. 	\$346,587 Year 1: \$115,529 Year 2: \$115,529 Year 3: \$115,529	1000- 1999 3000- 3999
Professional Development Days 33 FTE; days per year; 6 hour work day; \$392/day Salary: \$1745 Benefits: \$ 215 Total per FTE: \$1960 <ul style="list-style-type: none"> Increase professional development days by 3 additional days (Year 1), 4 additional days (Year 2), and 5 additional days (Year 3) for all teachers. 	\$194,040 \$155,232 Year 1: \$64,680 \$38,808 Year 2: \$64,680 \$51,744 Year 3: \$64,680	1000- 1999 3000- 3999
Create Associate Principal Position 1 FTE Salary: \$11,282 Benefits: \$1,466 Total for FTE: \$12,748 <ul style="list-style-type: none"> Elevate an existing Assistant Principal position to an Associate Principal position to work directly with the 4 academic coaches, teacher teaching specialists and the Principal. The cost reflects the difference in pay between these positions. 	\$38,244 Year 1: \$12,748 Year 2: \$12,748 Year 3: \$12,748	1000- 1999 3000- 3999
Extended Administrative Work Year 2 FTE Five (5) additional days/year Salary: \$2920/Principal; \$2,575/Associate Benefits: \$700/Principal; \$635 Total per FTE: \$3160/Principal; \$2860/Associate Total 2 FTE: \$6020 <ul style="list-style-type: none"> Provide 5 additional paid days per year for the Principal and Associate Principal to engage in professional development, as well as plan and collaborate around the implementation of the SIG action plan. 	\$16,485 \$8,760/Principal \$7,725/Associate Year 1: \$5,495 Year 2: \$5,495 Year 3: \$5,495	1000- 1999 3000- 3999

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Hire an additional .5 ASES Intervention Teacher 180 days/8 hour work day Salary: \$28,688 Benefits: \$7,682 Total: \$36,370 <ul style="list-style-type: none"> District funds .5 FTE To support additional academic needs, club activities, and enrichment classes to engage the students for 3 hours after school each day. 	\$109,110 Year 1: \$36,370 Year 2: \$36,370 Year 3: \$36,370	1000 – 1999 3000 – 3999
Hire a Student Support Intervention Program (SSIP) Intervention Teacher 1 FTE 180 days/6 hour work day Salary: \$57,376 Benefits: \$15,363 Total 1 FTE: \$72,739 <ul style="list-style-type: none"> To assist in deepening the implementation of the school's research-based RTI model which began 2009-2010 and to engage parents and students in an ever-present outreach program, which connects stakeholders with community resources related to counseling, substance abuse and child welfare services. This position aligns the work of the former grant-funded Student Assistance Program with implementation of Rtl and other interventions to support students. 	\$218,217 Year 1: \$72,739 Year 2: \$72,739 Year 3: \$72,739	2000- 2999 3000- 3999
Hire Student Support Intervention Program support staff 1 FTE 10 month work year/ 8 hour work day Salary: \$33,352 Benefits: \$16,648 Total for 1 FTE: \$50,000 <ul style="list-style-type: none"> To work closely with the SSIP Intervention Teacher. The support staff will communicate, organize and schedule with all appropriate stakeholders, while engaging in outreach with appropriate community service partners. 	\$150,000 Year 1: \$50,000 Year 2: \$50,000 Year 3: \$50,000	2000- 2999 3000- 3999

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Hire an Additional Counselor 199 days Salary: \$67,495 Benefits: \$ 15,598 Total: \$83,093 <ul style="list-style-type: none"> To serve as an intervention counselor for students who need additional academic support to increase students' academic success and address social/emotional needs. 	\$249,279 Year 1 \$83,093 Year 2 \$83,093 Year 3 \$83,093	1000 – 1999 3000 – 3999
Teacher Extra Work Day 33 FTE One day/year Salary:\$349/day Benefits: \$43 Total per FTE: \$392 <ul style="list-style-type: none"> Provide one paid day prior to the start of the school year for teachers to set-up wall to wall learning classrooms that adhere to school established standards for positive classrooms environment. This will include college corners/information, academic word walls, contemporary exemplary student work, current honor roll students, rubrics, motivational slogans, culturally relevant materials, and content specific cues/posters. 	\$38,808 Year 1: \$12,936 Year 2: \$12,936 Year 3: \$12,936	1000- 1999 3000- 3999
Consultant Agreement 4 days Year 1 15 days Year 2 Contract with EdEquity to provide training to all staff on culturally responsive instruction and to conduct Student Voice survey process with follow-up training and support based on identified needs	\$37,000 Year 1: \$7,000 Year 2: \$30,000	5000
TOTAL:	Year 1: \$1,546,835 \$1,520,963 Year 2: \$1,507,585 \$1,494,649 Year 3: \$1,461,835 \$1,461,835	

SIG Form 5b—School Budget Narrative**School Budget Narrative**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: **Fremont Academy**

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Hire four (4) FTE Academic Coaches 199 day work year Salary: \$83,917 Benefits: \$18,605 <ul style="list-style-type: none"> To provide full time classroom release to work directly with teachers and provide ongoing, job-embedded professional development. Activities will include modeling strategies presented during professional development, co-teaching, observation with feedback, and leading professional learning communities sessions. 	\$1,230,264 Year 1: \$410,088 Year 2: \$410,088 Year 3: \$410,088	1000 3000
Hire six (6) Teaching Teacher Specialists (TTS) 199 day work year/8 hour work day Salary increase per person per year: \$16,161 Benefits increase per person per year: \$2,250 <ul style="list-style-type: none"> To lead teaching teams; model, coach and assist teachers with instructional strategies. Provide TTS with one release period along with extended work day for this work 	\$331,398 Year 1: \$110,466 Year 2: \$110,466 Year 3: \$110,466	1000 3000
Contract with Pivot Learning Partners <ul style="list-style-type: none"> Provide full day trainings and weekly coaching and planning/debrief sessions with Academic Coaches, Teaching Teacher Specialists, Teacher Specialists, and site teachers 3 days each year. Provide professional development for transformation principals and administrative teams on all aspects of leadership for transforming 	\$213,000 Year 1: \$117,750 Year 2: \$55,500 Year 3: \$39,750	5000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>schools, with particular emphasis on leading teacher collaboration; establishing a culture of high expectations for all; and problem solving.</p> <ul style="list-style-type: none"> • Job-embedded principal professional development that includes individual coaching sessions with a focus on skills aligned to the principal professional development and differentiated to meet individual principal needs. (Coaching sessions are 27 days Year 1; 18 days Year 2; 18 days Year 3.) • Planning and facilitation of monthly cohort principal sessions for job-embedded coaching that includes classroom walkthroughs to strengthen practices in classroom observation and feedback; and determining teacher effectiveness (9 days in Year 1 only) • A human resources consultant to provide support to principal and associate principal, including collaboratively conducting some of the evaluations, to identify, evaluate and remove those teachers who, after ample opportunities have been provided for then to improve their professional practice, have not done so. Having these experts help site administrators through the process has been shown to greatly increase the success rate of terminating unsatisfactory teachers. Consultant will also participate in monthly monitoring walkthroughs with Transformation Office Leadership team. (Gradual decrease of support over the three years as administrators' capacity is built). Consultant will work with principal 8 days Year 1; 6 days with both principal and associate principal Year 2; and 5 days with associate and assistant principal Year 3. 		
<p>Teacher Extra Pay for PLC 2 hours weekly Salary: \$4126 Benefits: \$ 533 Total: \$4659 28 FTE (Year 1) 33 FTE (Year 2) 38 FTE (Year 3) Support professional learning communities by providing 2.0 additional hours of Teacher Collaboration and professional development time each week. The time will be structured and will be used for job-</p>	<p>\$461,241</p> <p>Year 1: \$130,452 Year 2: \$153,747 Year 3: \$177,042</p>	

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>embedded PD led by academic coaches and TTS with Pivot Learning Partners (PLP) support. The current work and focus of PLCs will be expanded to include best practices for implementing collaborative scoring of student non-fiction writing; examining student performance on formative assessments; adjusting instruction and re-teaching. Deepen this PLC and build capacity of all teachers through the use of:</p> <ul style="list-style-type: none"> • A data-driven cycle of inquiry • Protocols for examining student work and products as data • Review of professional literature • Use of common formative assessments and their analysis to improve instructional practices 		
<p>Financial rewards for school staff 28 FTE (Year 1)* 33 FTE (Year 2)* 38 FTE (Year 3)* *Not to exceed \$2,000 per teacher per year</p> <ul style="list-style-type: none"> • For recognition of increased student achievement and other agreed upon indicators. 	<p>\$222,255</p> <p>Year 1: \$62,860 Year 2: \$74,085 Year 3: \$85,310</p>	
<p>Elevate an existing Assistant Principal position to an Associate Principal position 215 days Salary increase per year: \$11,282 Benefits increase per year: \$1,466</p> <ul style="list-style-type: none"> • To work directly with the 4 academic coaches, teacher teaching specialists and the Principal in support of implementation of all agents of the transformation model. The cost reflects the difference in pay between these positions. 	<p>\$38,244</p> <p>Year 1: \$12,748 Year 2: \$12,748 Year 3: \$12,748</p>	
<p>Five additional calendar days per year for the principal 5 Additional Calendar Work Days Salary: \$2,320 Benefits: \$600</p> <ul style="list-style-type: none"> • To engage in professional development as well as plan and collaborate around the implementation of the SIG Action Plan 	<p>\$8,760</p> <p>Year 1: \$2,920 Year 2: \$2,920 Year 3: \$2,920</p>	
<p>Five additional calendar days per year for the associate principal 5 Additional Calendar Work Days</p>	<p>\$7,725</p> <p>Year 1:</p>	

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Salary: \$2,020 Benefits: \$555 <ul style="list-style-type: none"> to engage in professional development as well as plan and collaborate around the implementation of the SIG Action Plan 	\$2,575 Year 2 \$2,575 Year 3 \$2,575	
Hire a Dean of Students: 215 Days Salary: \$88,600 Benefits: \$26,929 Total 1 FTE: \$115,529 <ul style="list-style-type: none"> Help maintain school climate with a student-centered focus in a small learning community in which all students are known, recognized, and supported. The expansion of peer-counseling and peer-mediation programs Outreach to help all students feel connected to school. Work to support student safety, Maintain positive student attendance and minimize suspensions and expulsions, Reduce the chance of student failure and drop-outs 	\$346,587 Year 1: \$115,529 Year 2: \$115,529 Year 3: \$115,529	
Hire a Student Support Intervention Program (SSIP) Intervention Teacher. 180 days/6 hour work day Salary: \$57,376 Benefits: \$15,363 Total 1 FTE: \$72,739 In addition to assisting in the implementation of Rtl, this position will engage parents and students in an ever-present outreach program, which connects stakeholders with community resources related to counseling, substance abuse and child welfare services. These social service programs will be designed to support both students and families.	\$218,217 Year 1: \$72,739 Year 2: \$72,739 Year 3: \$72,739	
Hire additional Student Support Intervention Program (SSIP) support staff 10 month/8 hour work day	\$150,000 Year 1:	

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Salary: \$33,352 Benefits: \$16,648 Total for 1 FTE: \$50,000 To work closely with the SSIP Intervention Teacher. Support staff will communicate, organize and schedule with all appropriate stakeholders, while engaging in outreach with appropriate community service partners; organize and engage students in after-school and lunchtime clubs; redirect students during school time assisting with conducting group sessions to meet students' social and emotional needs (e.g., anger management, substance abuse)	\$50,000 Year 2: \$50,000 Year 3: \$50,000	
One day of additional pay for teachers 28 FTE (year 1) 33 FTE (year 2) 38 FTE (year 3) Salary: \$349/day Benefits: \$43 Total for FTE: \$392 <ul style="list-style-type: none"> To prepare classroom environment prior to the first day of school. (Due to budget constraints, teachers district-wide will not be provided this additional time each year.) To create wall to wall instruction, including a college corner, contemporary vocabulary word wall, contemporary student exemplars, relevant content posters, motivational quotes, EL visuals and cues, etc. 	\$38,808 Year 1 \$10,976 Year 2 \$12,936 Year 3 \$14,896	1000 – 1000 3000 – 3999
Create additional zero and 7th period sections: Hire 5 FTE Salary: \$65,545 Benefits: \$15,287 Total per FTE: \$80,832 <ul style="list-style-type: none"> Increase learning time by creating a staggered schedule so that all students take 7 classes (either 0 period or 7 period). With the staggered schedule students have access to more classes, including opportunities for intervention and credit recovery within the school day, as well as enrichment . This time extension adds an additional 182 hours. 	\$1,212,480 Year 1: \$404,160 Year 2: \$404,160 Year 3: \$404,160	
Hire a Community Facilitator 205 days/8 hour work day Salary: \$24,675	\$117,933	2000

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Benefits: \$14,636 <ul style="list-style-type: none"> To outreach to parents, community members, businesses, colleges and universities as well as faith-based organizations to engage stakeholders in the work of the school. Expand field trips Expand outreach to increase the number of parent volunteers by hosting multiple parent activities in the new Parent Center. Fremont pays the costs of fingerprinting for all parents interested in being cleared to become volunteers. 	Year 1 \$39,311 Year 2 \$39,311 Year 3 \$39,311	3000
Hire an additional Counselor 199 days Salary: \$67,495 Benefits: \$15,598 <ul style="list-style-type: none"> To serve as an intervention counselor for students who need additional academic support to increase students' academic success and address social/emotional needs. 	\$258,108 Year 1: \$86,036 Year 2: \$86,036 Year 3: \$86,036	1000 – 1999 3000 – 3999
Provide Saturday Academy Tutorial Institutes 18 days per year/4 hour work day/4 teachers Salary: \$3099 Benefits: \$379 Total per Teacher: \$3478 <ul style="list-style-type: none"> To provide targeted intervention for identified students. Sessions will be taught by students' regular math and English teachers for re-teaching, enrichment and reinforcement for identified standards. Teacher teams will use weekly team meetings to identify students who could benefit from these extended learning opportunities. Parents are invited so they can participate in technology classes in the Parent Center. Younger siblings are invited so they can participate in guided enrichment activities in reading, writing, and math as well as technology using the computer lab. 	\$41,733 Year 1: \$13,911 Year 2: \$13,911 Year 3: \$13,911	
Contract with Ed Equity 4 days Year 1; 15 days Year 2 <ul style="list-style-type: none"> To conduct the "Student Voice" protocol and 	\$37,000 Year 1:	

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
professional development—a qualitative approach for analyzing student input on rigor, relevance, and relationships. <ul style="list-style-type: none"> Include follow-up training, support and facilitation of collaboration for development of relational strategies for increased student achievement. 	\$7000 Year 2: \$30,000	
Summer School Hire 8 FTE 25 days/6 hour work day/hourly rate of pay Salary: \$6683 Benefits: \$817 Total per FTE: \$7500 <ul style="list-style-type: none"> Extend the school year with summer school that is <u>available</u> to all students and <u>required</u> for all incoming 9th graders as part of the Summer Bridge program in which they will earn 10 credits; students in need of credit recovery; students who have not passed CAHSEE. Increase the Summer School offerings so that all students will have access to both remedial and accelerated summer coursework, depending on their unique needs. 	\$180,000 Year 1: \$60,000 Year 2: \$60,000 Year 3: \$60,000	1000 – 1999 3000 – 3999
Five (5) Professional Development Days/Year 28 FTE (Year 1) 33 FTE (Year 2) 38 FTE (Year 3) \$392/day Salary: \$1745 Benefits: \$215 Total per FTE: \$1960 <ul style="list-style-type: none"> Increase professional development days by 3 additional days (Year 1), 4 additional days (Year 2, and 5 additional days (Year 3) per teacher. 	\$194,040 \$159,152 Year 1: \$54,880 \$32,928 Year 2: \$64,680 \$51,744 Year 3: \$74,480	1000 – 1999 3000 – 3999
TOTAL:	Year 1: \$1,764,401 \$1,742,449 Year 2: \$1,771,431 \$1,758,495 Year 3: \$1,771,961 \$1,771,961	

SIG Form 5b—School Budget Narrative**School Budget Narrative**

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: **Pomona High School**

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Create additional zero and 7th period sections: Hire 5 FTE Salary: \$65,545 Benefits: \$15,287 Total per FTE: \$80,832 Extend the school day by adding zero and/or 7 th periods that are available to all students, including students in need of electives due to double periods of intervention; and required for all students in need of credit recovery; all incoming 9 th graders as a Summer Bridge program; students who have not passed CAHSEE.	\$1,212,480 Year 1: \$404,160 Year 2: \$404,160 Year 3: \$404,160	1000-1999 3000-3999
Summer School Hire 10 FTE 24 days; 6 hour workday; hourly rate of pay Salary: \$6,683 Benefits: \$817 Total per FTE: \$7,500 • Extend the school year with summer school that is <u>available</u> to all students and <u>required</u> for all incoming 9 th graders as a part of the Summer Bridge program in which they will earn 10 credits; students in need of credit recovery; students who have not passed CAHSEE.	\$115,950 Year 1: \$38,650 Year 2: \$38,650 Year 3: \$38,650	1000-1999 3000-3999

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<ul style="list-style-type: none"> Increase the Summer School offerings so that all students will have access to both remedial and accelerated summer coursework, depending on their unique needs. 		
<p>Hire four (4) FTE Academic Coaches 199 day work year; 8 hour workday Salary: \$83,917 Benefits: \$18,605 Total per FTE: \$102,522</p> <ul style="list-style-type: none"> To work directly with teachers and provide ongoing, job-embedded professional development. Activities will include modeling best practice strategies, preparing and presenting during professional development, co-teaching, peer observation with feedback, and leading professional learning community (PLC) professional development; work directly with grade level and department teacher leaders to plan, coordinate and lead PLC's and professional development. 	<p>\$1,230,264</p> <p>Year 1: \$410,088 Year 2: \$410,088 Year 3: \$410,088</p>	<p>1000 – 1999</p> <p>3000- 3999</p>
<p>Teacher Extra Pay for PLC 65 FTE 90 hours Salary: \$5157 Benefits: \$630</p> <p>Engage teachers in 2.5 hours of additional Professional Learning Community time per week for all teachers to collaborate. PLC work will focus on school wide writing initiative, creating and analyzing formative assessments, English learner pedagogy, research-based best practices for implementing block scheduling, adjusting instruction and re-teaching. The capacity of teachers to engage in PLC work will be enhanced through the use of:</p> <ul style="list-style-type: none"> A data-driven cycle of inquiry Protocols for examining student work and products as data 	<p>\$1,128,465</p> <p>Year 1: \$376,155 Year 2: \$376,155 Year 3: \$376,155</p>	<p>1000- 1999</p> <p>3000- 3999</p>

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<ul style="list-style-type: none"> Reviews of professional literature 		
<p>Contract with Pivot Learning Partners Consultant Costs</p> <ul style="list-style-type: none"> Full day trainings and weekly cohort and individual coaching sessions for the Academic Coaches to build capacity and support teacher leadership; plan and debrief weekly PLC sessions for all grade levels and departments; attendance at PLC meetings (Year 1: 4 days Prof. Dev., 6 hours per week for 36 weeks; Year 2: 4 hours per week for 36 weeks; Year 3: 2 hours per week for 36 weeks) Three days of professional development for transformation principals and administrative teams on all aspects of leadership for transforming schools, with particular emphasis on leading teacher collaboration; establishing a culture of high expectations for all; leadership and decision-making; and problem solving. Individual job-embedded principal professional development that includes individual coaching sessions with a focus on skills aligned to the principal professional development and differentiated to meet individual principal needs. Coaching sessions are weekly. Year 1: 27 days; Year 2: 18 days; Year 3: 18 days. Planning and facilitation of monthly transformation principal cohort sessions for job-embedded coaching that includes classroom walkthroughs to strengthen practices in classroom observation and feedback; and determining teacher effectiveness (Year 1 only – 9 days) A human resources consultant to provide support to principal and associate principal, including collaboratively conducting some of the evaluations; to identify, evaluate and remove those teachers who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Having these experts help site administrators through the process has been shown to greatly increase the success rate of terminating unsatisfactory teachers. (Gradual decrease of support over the 	<p>\$233,250</p> <p>Year 1: \$133,500 Year 2: \$57,000 Year 3: \$42,750</p>	<p>5000</p>

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
three years as administrators' capacity is built. Consultant will work with principal 8 days during Year 1; 6 days with both principal and associate principal in Year 2; and 5 days with associate and assistant principals Year 3.)		
Hire a Parent/Community Facilitator 1 FTE 205 days per year/8 hour work day Salary: \$24,675 Benefits: \$14,636 Total per year: \$39,311 <ul style="list-style-type: none"> To work closely with parents, community and school partners to connect with new parents and students. The facilitator will also work to re-engage families and students who are experiencing attendance issues. With 10-12 new students enrolling each week throughout the school year, the PCF will meet with all new students and families during the enrollment process to orient them to the school and community, explaining support systems, key dates relevant to the school, and local community resources. 	\$117,933 Year 1: \$39,311 Year 2: \$39,311 Year 3: \$39,311	2000-2999 3000-3999
Financial Rewards for School Staff 65 FTE Not to exceed \$2000/teacher/year <ul style="list-style-type: none"> Implement a systematic incentive reward system for staff who raise student achievement on agreed upon measures 	\$390,000 Year 1: \$130,000 Year 2: \$130,000 Year 3: \$130,000	1000-5000
Hire a Dean of Students 1 FTE Salary: \$88,600 Benefits: \$26,929 Total 1 FTE: \$115,529 <ul style="list-style-type: none"> Provide direct social-emotional support to students demonstrating negative behaviors, support and improve school climate, implement 	\$346,587 Year 1: \$115,529 Year 2: \$115,529 Year 3: \$115,529	1000-1999 3000-3999

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
the school wide discipline policy, organize and run character/behavior/motivational assemblies and improve communication to parents.		
Consultant Agreement 4 days Year 1 15 days Year 2 Contract with EdEquity to provide training to all staff on culturally responsive instruction and to conduct Student Voice survey process with follow-up training and support based on identified needs	\$50,000 Year 1: \$10,000 Year 2: \$40,000	5000
Professional Development Days 65 FTE; ; 6 hour work day; \$392/day Salary: \$1745 Benefits: \$ 215 Total per FTE: \$1960 <ul style="list-style-type: none"> Increase professional development days by 3 additional days (Year 1), 4 additional days (Year 2), 5 additional days (Year 3) for all teachers. 	\$382,200 \$305,760 Year 1: \$127,400 \$76,440 Year 2: \$127,400 \$101,920 Year 3: \$127,400	1000-1999 3000-3999
Create Associate Principal Position 1 FTE Salary: \$8,017 Benefits: \$2,235 Total for FTE: \$10,252 <ul style="list-style-type: none"> Elevate an existing Assistant Principal position to an Associate Principal position to work directly with the 4 academic coaches, teacher teaching specialists and the Principal. The cost reflects the difference in pay between these positions. 	\$30,756 Year 1: \$10,252 Year 2: \$10,252 Year 3: \$10,252	1000-1999 3000-3999
Hire Student Support Intervention Program support staff 1 FTE 10 month work year/ 8 hour work day	\$150,000 Year 1: \$50,000	2000-2999

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Salary: \$33,352 Benefits: \$16,648 Total for 1 FTE: \$50,000 <ul style="list-style-type: none"> To work closely with the SSIP Intervention Teacher. The support staff will communicate, organize and schedule with all appropriate stakeholders, while engaging in outreach with appropriate community service partners. 	Year 2: \$50,000 Year 3: \$50,000	3000-3999
Extended Administrative Work Year 2 FTE Five (5) additional days/year Salary: \$2460/Principal; \$2,225/Associate Benefits: \$700/Principal; \$635 Total per FTE: \$3160/Principal; \$2860/Associate Total 2 FTE: \$6020 <ul style="list-style-type: none"> Provide 5 additional paid days per year for the Principal and Associate Principal to engage in professional development, as well as plan and collaborate around the implementation of the SIG action plan. 	\$18,060 Total \$9,480/Principal \$8,580/Associate Year 1: \$6020 Year 2: \$6020 Year 3: \$6020	1000-1999 3000-3999
Hire a Student Support Intervention Program (SSIP) Intervention Teacher 1 FTE 180 days/8 hours per day Salary: \$57,376 Benefits: \$15,363 Total 1 FTE: \$72,739 <ul style="list-style-type: none"> To assist in deepening the implementation of the school's research-based RTI model which began 2009-2010 and to engage parents and students in an ever-present outreach program, which connects stakeholders with community resources related to counseling, substance abuse and child welfare services. This position aligns the work of the former grant-funded Student Assistance Program with implementation of Rtl and other interventions to support students. 	\$218,217 Year 1: \$72,739 Year 2: \$72,739 Year 3: \$72,739	2000-2999 3000-3999
Teacher Extra Work Day 65 FTE One day/year Salary:\$349/day	\$76,440 Year 1: \$25,480	1000-

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Benefits: \$43 Total per FTE: \$392 <ul style="list-style-type: none"> Provide one paid day prior to the start of the school year for teachers to set-up wall to wall learning classrooms that adhere to school established standards for positive classrooms environment. This will include college corners/information, academic word walls, contemporary exemplary student work, current honor roll students, rubrics, motivational slogans, culturally relevant materials, and content specific cues/posters. 	Year 2: \$25,480 Year 3: \$25,480	1999 3000-3999
TOTAL:	Year 1: \$1,949,284 \$1,898,324 Year 2: \$1,902,784 \$1,877,304 Year 3: \$1,848,534 \$1,848,534	

SIG Form 6—General Assurances and Certifications

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/drug.asp>)

Page Generated: 5/24/2010 11:00:13 AM

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - Establishing an on-going drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace
 - The grantee's policy of maintaining a drug-free workplace
 - Any available drug counseling, rehabilitation, and employee assistance programs
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - Abide by the terms of the statement
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:
- Place of Performance (street address, city, county, state, zip code)
- 800 S. Garey Avenue
- Pomona, California 91766
- Los Angeles County

Check ☒ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

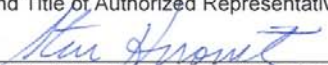
- As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Pomona Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Steve Horowitz, Assistant Superintendent, Personnel Services

Signature:  Date: 5/26/10

CDE-1000F (May-2007) - California Department of Education

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/lobby.asp>)
 Page Generated: 5/24/2010 11:17:15 AM

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations* (CFR) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:


- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit [Standard Form - LLL, "Disclosure Form to Report Lobbying,"](#) (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Pomona Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Steve Horowitz, Assistant Superintendent, Personnel Services

Signature:  Date: 5/26/10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/debar.asp>)

Page Generated: 5/24/2010 11:43:28 AM

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Pomona Unified School District
 Name of Program: School Improvement Grant
 Printed Name and Title of Authorized Representative: Steve Horowitz, Assistant Superintendent, Personnel Services

Signature:  Date: 5/26/10

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)**Sub-grant Conditions and Assurances**

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Pomona Unified School District
Authorized Executive:	Stephanie Baker
Signature of Authorized Executive	SEE ATTACHED

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9–Schools to Be Served**Schools to be Served**

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMEN TED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Emerson Middle School	6058507	063132004839		x					x			\$4,516,255 \$4,477,447
Fremont Academy	6061634	063132004840		x					x			\$5,307,793 \$5,272,905
Pomona High School	1937028	063132004858		x					x			\$5,700,602 \$5,624,162

SIG Form 10–Implementation Chart for a Tier I or Tier II School**Implementation Chart for a Tier I or Tier II School**

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Emerson Middle School Tier: I or II (circle one) Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation Total FTE required: <u> 0 </u> LEA <u> 17.5 </u> School <u> 0 </u> Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	Developing and increasing teacher and school leader effectiveness					
ES	Developed a rigorous, equitable evaluation system for principals taking into account data on student growth, observations of performance and adherence to a research-based rubric of practice. It is aligned to the District's Six Essentials and instructional initiatives.	Completed September 2009			Weingart Foundation Grant Title II Title III	Administrative Director, Elementary Administrative Director, Secondary

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
RP	Appoint a new Principal	July 2010				Administrative Director, Elementary Administrative Director, Secondary
ES	Work collaboratively with the teachers' association to revise the current evaluation tool. The current teacher evaluation system is rigorous and transparent and there is contract language providing the ability to use student achievement as a factor.	2010--June 2013			General Funds	Assistant Superintendent, Personnel
TA, PD	Hire four (4) Academic Coaches to work directly with teachers and provide ongoing, job-embedded professional development. Activities will include modeling strategies presented during professional development, co-teaching, observation with feedback, and leading professional learning communities sessions.	2010-June 2013	\$1,230,264 Year 1 \$410,088 Year 2 \$410,088 Year 3 \$410,088			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
TA, IRR, PD, RPR	Hire six (6) Teaching Teacher Specialists to lead teaching teams and assist teachers with instructional strategies. Provide them with one release period for this work, additional salary and work year.	2010-2013	\$331,398 Year 1 \$110,466 Year 2 \$110,466 Year 3 \$110,466			Principal
SD, TA	Hire a Dean of Students to help maintain school climate with a student-centered focus. Responsibility will include the expansion of peer-counseling and peer-mediation programs, as well as outreach to help all students feel connected to school. The dean will work to support student safety, maintain positive student attendance and minimize suspensions and expulsions, reduce the chance of student failure and drop-outs, as well as to reduce the time that the principal and associate principal spend away from the instructional program.	2010-2013	\$346,587 Year 1 \$115,529 Year 2 \$115,529 Year 3 \$115,529			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
TA	Hire an additional teacher to backfill sections lost in master schedule due to release of Teaching Teacher Specialist (6) for one period each day.	2010-2013	\$291,951 Year 1 \$97,317 Year 2 \$97,317 Year 3 \$97,317			Principal
PD, ILT, RPR, TA, SD	Support professional learning communities by providing additional hours of Teacher Collaboration and professional development time each week (in addition to the 1-hour they currently have.) The time will be structured and will be used for job-embedded PD led by academic coaches and TTS with Pivot Learning Partners (PLP) support. The current work and focus of PLCs will be expanded to include using student data to make instructional decisions, best practices for implementing collaborative scoring of student non-fiction writing; examining student performance on formative assessments; adjusting instruction and re-teaching.	September 2010-June 2013	\$461,241 Year 1 \$153,747 Year 2 \$153,747 Year 3 \$153,747			

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
	Deepen this PLC and build capacity of all teachers through the use of: <ul style="list-style-type: none"> • A data-driven cycle of inquiry • Protocols for examining student work and products as data • Review of professional literature • Use of common formative assessments and their analysis to improve instructional practices 					
PD, ILT, RPR	Provide differentiated professional development for teachers. Initial topics are to include: Belief Systems, Collaborative Culture; Lesson Design; Classroom Environment, Increasing Time-on-Task and Student Engagement; Non-fiction Writing; Differentiation; Strategies to Support English Learners; and Strategies to Support Students with Disabilities. Teachers will be required to complete PD in all of these areas unless they	August 2010--June 2013	\$193,440 \$155,232 Year 1 \$64,480 \$38,808 Year 2 \$64,480 \$51,744 Year 3 \$64,480		District, Transformation Office, TTS's	Principal Transformation Officer

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	<p>have demonstrated mastery.</p> <p>Five additional work days will be provided for this professional development.</p>					
PD, TA, RPR	<p>Provide all core content teachers (English, Math, Social Studies, Science) with job-embedded professional development on Lesson Design, Student Engagement, and Strategies to Support English Learners through a program of demonstration, observation and reflection. Provide substitutes for core content teachers.</p> <p>Provide substitutes for teachers in each department three (3) days during the year in which teachers will:</p> <ul style="list-style-type: none"> Day 1: observe a lesson taught by an Academic Coach followed by a PLC debrief and reflection. Day 2: collaboratively plan and co-taught a lesson with a department teacher 	2010-2013			Title I LEP	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	<p>and academic coach. PLC debrief and reflection follow.</p> <ul style="list-style-type: none"> Day 3: plan and teach a lesson to be observed by peer teacher with debrief and reflection following <p>The debrief and reflection portions will be facilitated by a Pivot Learning Partners coach.</p>					
TA	Develop teacher team structures to drive improvement by organizing departments and teachers who share the same students into teams led by 1-2 Teaching Teacher Specialists with support from an Academic Coach assigned to the team.	September 2010				Principal
IRR	Implement a system of financial rewards for school staff to include recognition of increased student achievement and other agreed upon indicators. Collaborate with teachers' union to develop.	August 2011--June 2013	\$222,255 Year 1 \$74,085 Year 2 \$74,085 Year 3 \$74,085			Director, Research & Assessment Assistant Superintendent, Personnel

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
IRR, RPR	Provide the opportunity for career growth and financial incentives through Teaching Teacher Specialist and Academic Coach positions in order to recruit and retain skilled staff.	August 2010				
IRR, RPR	Provide financial incentives for teachers in order to recruit and retain skilled staff by additional salary of up to \$1,000 per month for classroom teachers for the longer work day (5.5 hours per week) and longer work year (6 days total).	September 2010 and ongoing	Costs listed elsewhere			Assistant Superintendent, Personnel Principal
IRR	Use the evaluation process to identify teachers whose performance, professional practice, and commitment to implementing the school's transformation do not meet standards. The contract allows for the district to transfer teachers both voluntarily and involuntarily.	September 2010--June 2013				Principal Assistant Superintendent, Personnel

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
PD	Provide opportunities for teacher classroom walk-throughs that are structured around a focus on student engagement and swerve to inform instructional practice.	Nov. 2010-June 2013			Title I	Principal
TA, PD, ILT, IRR	<p>Contract with Pivot Learning Partners to provide full day trainings and weekly coaching and planning/debrief sessions with Academic Coaches, Teaching Teacher Specialists, Teacher Specialists, and site teachers.</p> <ul style="list-style-type: none"> three days of professional development for transformation principals and administrative teams on all aspects of leadership for transforming schools, with particular emphasis on leading teacher collaboration; establishing a culture of high expectations for all; and problem solving. Job-embedded principal professional development that includes individual coaching sessions with a 	September 2010—June 2010	<p>\$213,000</p> <p>Year 1 \$117,750</p> <p>Year 2 \$55,500</p> <p>Year 3 \$39,750</p>		Pivot learning Partners	<p>Transformation Officer</p> <p>Pivot Learning Partners</p>

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
	<p>focus on skills aligned to the principal professional development and differentiated to meet individual principal needs. Coaching sessions are weekly Year 1, 3 times per month Year 2, 2 times per month Year 3.</p> <ul style="list-style-type: none"> • planning and facilitation of monthly cohort principal sessions for job-embedded coaching that includes classroom walkthroughs to strengthen practices in classroom observation and feedback; and determining teacher effectiveness (Year 1 only) • a Human Resources consultant to provide support to principal and associate principal, including collaboratively conducting some of the evaluations, to identify, evaluate and remove those teachers who, after ample opportunities have been provided for them to 					

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
	improve their professional practice, have not done so. Having these experts help site administrators through the process has been shown to greatly increase the success rate of terminating unsatisfactory teachers. (Gradual decrease of support over the three years as administrators' capacity is built.)					
PD	Continue program of Assistant Principal professional development and coaching on Classroom Observation and Feedback through Cambridge Education.	2010-2013			Cambridge Education Grant Fund	Transformation Officer, ADSE
TA	Elevate an existing Assistant Principal position to an Associate Principal position to work directly with the 4 academic coaches, teacher teaching specialists and the Principal. The cost reflects the difference in pay between these positions.	September 2010--June 2013	\$30,756 Year 1 \$10,252 Year 2 \$10,252 Year 3 \$10,252			

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
PD	Provide 5 additional days per year for the principal and the associate principal to engage in professional development as well as plan and collaborate around the implementation of the SIG Action Plan.	September 2010--June 2013	\$18,060			
			Principal \$9,480			
			Assoc. Principal \$8,580			
			Year 1 \$6,020			
			Year 2 \$6,020			
			Year 3 \$6,020			
	Comprehensive instructional reform strategies					
IP	Identified and implemented core instructional programs in language arts, math, social science and science	Completed				
IP, SD	Used student performance data to identify instructional needs and implemented researched-based focus on Academic Vocabulary, Academic Discourse, Academic Writing	Completed				

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
IP	Adopted and implemented Thinking Maps and Write for the Future training completed by all English teachers to support the district focus on Academic Writing.	Completed April 2008			Title I LEP	
IP, SD	<p>Implement a school wide program with emphasis on nonfiction writing, collaborative scoring of student work, and frequent assessment of student progress as defined in research by Douglas B. Reeves.</p> <ul style="list-style-type: none"> • Students will complete a standards-based writing on a regular and frequent basis with topics/ assignments rotating among core departments, embedding literacy strategies into content area classes. • A clear schedule of department writing dates/ weeks will be communicated with staff, parents, students and community members. 				Title I LEP	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	<p>Departments will publish their writing prompts to the school community.</p> <ul style="list-style-type: none"> • During classroom walkthroughs observers will be encouraged to review random student writing samples to monitor progress. • Teachers will devote PLC work with the appropriate and timely review of student writing samples as a focus. 					
IP, PD	<p>Train all teachers on <i>Write for the Future</i> writing program to support implementation school-wide writing program. This program is directly connected with and utilizes the Thinking Map strategy.</p>	September 2010-2013			Title I	
ILT	<p>Deepen implementation of <i>Language!</i>, <i>Read 180</i> and ELD Program to 2 hours per day, to fidelity state and District adopted instructional materials and protocols for identified students. Extended learning time allows students to also take elective courses.</p>	September 2010 -2013				Program Administrator, ELD

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
FCE, SD	School and district leaders widely communicate the vision of the school-wide intense focus on academic vocabulary, discourse and writing and the use of Lesson Design to ensure good first instruction.	September 2010 and ongoing				Principal Director, Research & Assessment
IP, SD	Continuously analyze and use data (formative, interim, summative) individually and in collaborative PLCs to inform and differentiate instruction to meet the academic needs of individual students, to develop teaching strategies, and to determine student needs for intervention. Teachers have access to a powerful district data management system to access data.	September 2010--June 2013				Principal Director, Research & Assessment
ES, SD, RPR, PD	Develop formative assessments to use within all core subjects and grade levels and include teachers in the development process	Summer 2010				Principal Academic Coaches

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
ES, SD	Administer common formative assessments, analyze results in teacher professional learning communities; collaboratively plan for re-teaching and instructional adjustment to meet student needs	October 2010--June 2013				Principal
SD	Use district-established data analysis modules throughout the year during teacher PLC's to continuously inform, differentiate, and modify instruction.	Sept 2010 - June 2013			Teacher Specialist	Director, Research & Assessment Principal
SD, TA, IP, FCE	Implement a school-wide Response to Intervention model that includes team intervention to design individualized strategies to meet student needs such as Saturday Academy, after school academic intervention, focused intervention during the school day, using Teacher Teaching Specialists during 5th period with targeted students, and teacher mentoring.	September 2010 and ongoing			Transformation Leadership team	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
SD, IP, TA	Response to Intervention: Transition of 5/6 graders who have received D-F grades in elementary school will be identified by staff at elementary school and Emerson for support at beginning of the new school year in interventions, support systems, strategies, and adult mentoring to support student success.	September 2010 and ongoing				Principal
SD, IP, TA	Response to Intervention: Transition of 6/7 grade students at end of year, interventions, strategies, and adult mentoring to support student success.	September 2010 and ongoing				Principal
TA, SD, FCE	Hire a SSIP (<i>Student Support Intervention Program</i>) Intervention Teacher to assist in deepening the implementation of the school's research-based RTI model which began 2009-2010, to: <ul style="list-style-type: none"> Support preliminary screening of all students 	2010-2013	\$218,217 Year 1 \$72,739 Year 2 \$72,739 Year 3 \$72,739			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	<p>based on multiple common summative assessments (CST, CELDT, DWA, AR/STAR, CAHSEE)</p> <ul style="list-style-type: none"> • Review of data at various levels including content teams, Counselors, Attendance personnel, and Administration. • As appropriate, staff completes a PIT (prescriptive intervention team) request. • Tier two interventions occur as recommended by PIT with frequent review of data and progress. • Notification to parents on a regular basis of student progress. • If insufficient progress is being made, Tier 3 intervention takes place, which is the SST process. All of the student's teachers, counselor, and parents are expected to be present at the meeting. • Monitor implementation of SST action plans 					

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
ES, IRR, PD, RPR	Conduct monthly monitoring visits, reviews, and walkthroughs to monitor the implementation of the instructional reform strategies, evidence of student results, improve teacher practice, leadership and decision making, and to provide guidance and corrective strategies when needed. The review staff includes the Transformation Officer, Chief Academic Officer, technical support PLP coach, site principal, Principal coach, PLP Human Resource consultant and leadership team.	September 2010--June 2013			Title I Title II LEP Weingart Foundation Grant	Transformation Officer
TA, ES, SD	Conduct annual reviews using Cambridge Education as the evaluator to ensure that the curriculum is being implemented with fidelity and is having the intended impact on student achievement	May 2011 May 2012 May 2013			Cambridge Education Grant Fund Title I	Transformation Officer

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
ES	Double the number of AVID classes and implement AVID strategies schoolwide, including organization notebooks, Cornell Notes, and Socratic Seminars and provide professional development through AVID summer institutes.	September 2010--June 2013			Title I	AVID Site Team Administration
PD, SD, ILT	Teachers to engage in four (4) days of district-funded professional development to strengthen instruction for English Learners to include: identifying EL students and their needs, differentiated instruction, SDAIE instruction, academic language and academic discourse, and additional research based strategies.	September 2010 and ongoing			Title I LEP	
SD, ES	Teachers will assess and evaluate placement and monitor student academic progress every 3 weeks using formal and teacher content assessments.	September 2010 and ongoing				Principal
SD, IP	Access to advanced classes for ELs.	September 2010 and				Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
		ongoing				
IRR	Provide one day of additional pay for teachers to prepare classroom environment prior to the first day of school. (Due to budget constraints, teachers district-wide will not be provided this additional time each year.) Teachers will be expected to create wall to wall instruction, including a college corner, contemporary vocabulary word wall, contemporary student exemplars, relevant content posters, motivational quotes, EL visuals and cues, etc. The classroom environment impacts school climate and sets expectations for scholarly behaviors.		\$38,808 Year 1 \$12,936 Year 2 \$12,936 Year 3 \$12,936			Principal
	Increasing learning time and creating community-oriented schools					
ILT	For school year 2009-2010, Emerson increased learning time by 15 hours by starting the school day at 8:00 a.m., instead of the previous time of 8:05 a.m.	Completed September 2009				

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
ILT	For school year 2010-2011, increase learning time by 224 hours by extending the school day 1 hour, 15 minutes, 5 days a week, and by shortening passing periods from 5 minutes to 4 minutes.	September 2010 and ongoing				Principal
ILT	Offer summer school for all students to extend the school year, resulting in an additional 144 hours of learning time. Total added hours for 2010-11 is 383 hours more than the 2008-2009 school year.	June-July 2011 June-July 2012 June-July 2013	\$208,710 Year 1 \$69,570 Year 2 \$69,570 Year 3 \$69,570			Principal CAO Transformation Officer
ILT	Advisory periods: 20 minutes at the beginning of the day, Monday-Thursday, for notebook check, agenda checks, homework checks, dress code checks and short lesson on personal support systems for students.	September 2010 and ongoing				Principal
FCE	Offer on-campus English classes for parents through Adult Education				Adult Education	Principal, Adult Education

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
FCE	Hire community facilitator to outreach to parents, community members, businesses, colleges and universities as well as faith-based organizations to engage stakeholders in the work of the school.	September 2010	\$117,933 Year 1 \$39,311 Year 2 \$39,311 Year 3 \$39,311			Principal
FCE	Hire an additional counselor to serve as an intervention counselor for students who need additional academic support to increase students' academic success and address social/emotional needs.	September 2010--June 2013	\$249,279 Year 1 \$83,093 Year 2 \$83,093 Year 3 \$83,093			Principal
TA, FCE, SD	Hire a Dean of Students to provide direct social-emotional support to students demonstrating negative behaviors, support and improve school climate, implement the school wide discipline policy, organize and run character-behavior-motivational assemblies and improve communication to parents.		(Previously noted, \$346,587)			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
TA, FCE, SD	Hire a Student Support Intervention Program (SSIP) Intervention Teacher. In addition to assisting in the implementation of Rtl, this position will engage parents and students in an ever-present outreach program, which connects stakeholders with community resources related to counseling, substance abuse and child welfare services. These social service programs will be designed to support both students and families.		(Previously noted, \$218,217)			Principal
TA, FCE, SD	Hire additional Student Support Intervention Program (SSIP) support staff to work closely with the SSIP Intervention Teacher. Staff will communicate, organize and schedule with all appropriate stakeholders, while engaging in outreach with appropriate community service partners; organize and engage students in after-school and lunchtime clubs; redirect students during		\$150,000 Year 1 \$50,000 Year 2 \$50,000 Year 3 \$50,000			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	school time assisting with conducting group sessions to meet students' social and emotional needs (e.g., anger management, substance abuse)					
TA, FCE	Hire an additional .5 ASES Intervention Teacher to support additional academic needs, club activities and enrichment classes to engage the students for 3 hours after school each day.		\$109,110 Year 1 \$36,370 Year 2 \$36,370 Year 3 \$36,370			Principal
FCE, SD	Expand the use of Parent Connect, requiring all teachers to use the system, providing parents with access to student grades, attendance and assignments	September 2010				Principal
FCE	Contract with Parent Institute for Quality Education to provide nine-week parent institute in fall and spring for all interested parents that teaches parents how to understand the school system, college planning, importance of GPA, higher education options and financial aid, and dialogue	Began 2009 Continuous			Title I	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
	with principal.					
FCE	Expand parent engagement by opening Parent Center with technology for parent and community use. Community facilitator will open the Parent Center and library for parent and community use after school one day a week and 20 Saturday mornings during the school year (two Saturdays a month).	September 2010--June 2013	(Previously noted, \$117,933)		Title I	Principal
TA, FCE	Community Facilitator will expand outreach to increase the number of parent volunteers by hosting multiple parent activities in the new Parent Center. Fremont pays the costs of fingerprinting for all parents interested in being cleared to become volunteers. Parent volunteers will engage as grade-level and team parents to be visible on campus regularly in support of school climate issues, classroom projects, field day activities and field trips.	September 2010--June 2013	(Previously noted, \$117,933)		Title I	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
ILT, FCE	Advisory periods---20 minutes at the beginning of each day Monday through Thursday for notebook checks, agenda checks, homework checks, and short lessons on strategies for academic and personal success.	September 2010-June 2013				Principal
ILT, SD, FCE	Provide Saturday Academy tutorial institutes twice a month (targeted intervention for identified students.) Saturday Academy sessions taught by students' regular math and English teachers for re-teaching, enrichment and reinforcement for identified standards. Teacher teams will use weekly team meetings to identify students who could benefit from extended learning opportunities. Parents and students' younger siblings are invited so that parents can participate in technology classes in the Parent Center and younger siblings can engage in technology, reading, writing and math	September 2010 — June 2013	\$41,733 Year 1 \$13,911 Year 2 \$13,911 Year 3 \$13,911		Title I	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	enrichment activities.					
FCE	Implementing a system of positive behavioral supports, including a student VIP program, which rewards positive student behavior, positive peer interactions, attendance and achievement.				Title I	Principal
TA, PD	Contract with Ed Equity to conduct the “Student Voice” protocol and professional development—a qualitative approach for analyzing student input on rigor, relevance, and relationships; include follow-up training, support and facilitation of collaboration for development of relational strategies for increased student achievement.		\$37,000 Year 1 \$7,000 Year 2 \$30,000			Principal
	Providing operational flexibility and sustained support					
TA	Transformation Office staff (ADSE and Teacher Specialists) will conduct monthly joint meetings with school leadership teams to assess progress, determine needs, and provide technical	Sept. 2010- June 2013				Transformation Officer

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
	assistance.					
TA	Dedicate two Teacher Specialists who report to the “transformation leader” to the transformation model schools to provide targeted professional development	Sept. 2010- June 2013			Title I Title II	Transformation Officer
OF	Provide flexibility to revise and revisit start and end times/daily schedules	Sept 2010				Principal
OF	Provide flexibility to principals on use of site based funding for categorical, grant and general funds	Sept 2010 —June 2013				Principal
OF	Create district waiver and exemption procedures allowing schools to petition for relief from district policy that restricts their innovation.	Sept 2010- June 2013				Principal

SIG Form 10–Implementation Chart for a Tier I or Tier II School**Implementation Chart for a Tier I or Tier II School**

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: **Fremont Academy** Tier: I or (**II**) one)

Intervention Model:

☐ Turnaround ☐ Restart ☐ Closure ☒ Transformation

Total FTE required: 0 LEA 17 School 0 Other

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	Developing and increasing teacher and school leader effectiveness					
ES	Developed a rigorous, equitable evaluation system for principals, aligned to the District's Six Essentials and instructional initiatives, taking into account data on student growth, observations of performance and adherence to research-based rubric of practice.	Completed September 2009			Weingart Foundation Grant Title II Title III	Administrative Director, Elementary Administrative Director, Secondary
RP	Principal appointed August 2008.	Completed				Administrative Director, Secondary

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
ES	Work collaboratively with the teachers' association to revise the current evaluation tool. The current teacher evaluation system is rigorous and transparent and there is contract language providing the ability to use student achievement as a factor.	2010--June 2013			General Funds	Assistant Superintendent, Personnel
TA, PD	Hire four (4) Academic Coaches to work directly with teachers and provide ongoing, job-embedded professional development. Activities will include modeling strategies presented during professional development, co-teaching, observation with feedback, and leading professional learning communities sessions.	2010-June 2013	\$1,230,264 Year 1 \$410,088 Year 2 \$410,088 Year 3 \$410,088			Principal
TA, IRR, PD, RPR	Hire six (6) Teaching Teacher Specialists to lead teaching teams and assist teachers with instructional strategies. Provide them with one release period for this work, additional salary and work year.	2010-2013	\$331,398 Year 1 \$110,466 Year 2 \$110,466 Year 3 \$110,466			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
PD, ILT, RPR, TA, SD	<p>Support professional learning communities by providing additional hours of Teacher Collaboration and professional development time each week (in addition to the 1-hour they currently have.) The time will be structured and will be used for job-embedded PD led by academic coaches and TTS with Pivot Learning Partners (PLP) support. The current work and focus of PLCs will be expanded to include best practices for implementing collaborative scoring of student non-fiction writing; examining student performance on formative assessments; adjusting instruction and re-teaching. Deepen this PLC and build capacity of all teachers through the use of:</p> <ul style="list-style-type: none"> • A data-driven cycle of inquiry • Protocols for examining student work and products as data 	September 2010-June 2013	<p>\$464,282</p> <p>Year 1 \$130,452</p> <p>Year 2 \$156,788</p> <p>Year 3 \$177,042</p>			

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<ul style="list-style-type: none"> Review of professional literature Use of common formative assessments and their analysis to improve instructional practices 					
PD, ILT, RPR	<p>Provide differentiated professional development for teachers. Initial topics are to include: Belief Systems, Collaborative Culture, Classroom Environment, Increasing Time-on-Task and Student Engagement; Non-fiction Writing; Differentiation. Teachers will be required to complete PD in all of these areas unless they have demonstrated mastery.</p> <p>Five additional work days will be provided for this professional development.</p>	August 2010--June 2013	\$194,040 \$159,152 Year 1 \$54,880 \$32,928 Year 2 \$64,680 \$51,744 Year 3 \$74,480		District Transformation Office, TTS's	Principal Transformation Officer
PD, TA, RPR	<p>Provide substitutes for teachers in each department three (3) days during the year in which teachers will:</p> <ul style="list-style-type: none"> Day 1: observe a lesson taught by an Academic 	2010-2013			Title I LEP	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<p>Coach followed by a PLC debrief and reflection.</p> <ul style="list-style-type: none"> Day 2: collaboratively plan and co-taught a lesson with a department teacher and academic coach. PLC debrief and reflection follow. Day 3: plan and teach a lesson to be observed by peer teacher with debrief and reflection following <p>The debrief and reflection portions will be facilitated by a Pivot Learning Partners coach.</p>					
TA	<p>Develop teacher team structures to drive improvement by organizing departments and teachers who share the same students into teams led by 1-2 Teaching Teacher Specialists with support from an Academic Coach assigned to the team.</p>	September 2010				Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
IRR	Implement a system of financial rewards for school staff to include recognition of increased student achievement and other agreed upon indicators. Collaborate with teachers' union to develop.	August 2011--June 2013	\$198,000 Year 1 \$56,000 Year 2 \$66,000 Year 3 \$76,000			Director, Research & Assessment Assistant Superintendent, Personnel
IRR, RPR	Provide the opportunity for career growth and financial incentives through Teaching Teacher Specialist and Academic Coach positions in order to recruit and retain skilled staff.	August 2010				
IRR	Use the evaluation process to identify teachers whose performance, professional practice, and commitment to implementing the school's transformation do not meet standards. The contract allows for the district to transfer teachers both voluntarily and involuntarily.	September 2010- June 2013				Principal Assistant Superintendent, Personnel

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
PD	Provide opportunities for teacher classroom walkthroughs that are structured around a focus on student engagement and swerve to inform instructional practice.	Nov. 2010- June 2013			Title I	Principal
TA, PD, ILT, IRR	<p>Contract with Pivot Learning Partners to provide full day trainings and weekly coaching and planning/debrief sessions with Academic Coaches, Teaching Teacher Specialists, Teacher Specialists, and site teachers.</p> <ul style="list-style-type: none"> three days of professional development for transformation principals and administrative teams on all aspects of leadership for transforming schools, with particular emphasis on leading teacher collaboration; establishing a culture of high expectations for all; and 	September 2010- June 2010	\$213,000 Year 1 \$117,750 Year 2 \$55,500 Year 3 \$39,750		Pivot learning Partners	Transformation Officer Pivot Learning Partners

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<p>problem solving.</p> <ul style="list-style-type: none"> • Job-embedded principal professional development that includes individual coaching sessions with a focus on skills aligned to the principal professional development and differentiated to meet individual principal needs. Coaching sessions are weekly Year 1, 3 times per month Year 2, 2 times per month Year 3. • planning and facilitation of monthly cohort principal sessions for job-embedded coaching that includes classroom walkthroughs to strengthen practices in classroom observation and feedback; and determining teacher effectiveness (Year 1 only) • a Human Resources consultant to provide support to principal and associate principal, 					

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	including collaboratively conducting some of the evaluations, to identify, evaluate and remove those teachers who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Having these experts help site administrators through the process has been shown to greatly increase the success rate of terminating unsatisfactory teachers. (Gradual decrease of support over the three years as administrators' capacity is built.)					
PD	Continue program of Assistant Principal professional development and coaching on Classroom Observation and Feedback through Cambridge Education.	2010-2013			Cambridge Education Grant Fund	Transformation Officer/ADSE

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
TA	Elevate an existing Assistant Principal position to an Associate Principal position to work directly with the 4 academic coaches, teacher teaching specialists and the Principal. The cost reflects the difference in pay between these positions.	September 2010--June 2013	\$38,244	Year 1 \$12,748 Year 2 \$12,748 Year 3 \$12,748		
PD	Provide 5 additional days per year for the principal and to engage in professional development as well as plan and collaborate around the implementation of the SIG Action Plan.	September 2010-June 2013	\$8760	Year 1 \$2,920 Year 2 \$2,920 Year 3 \$2,920		
PD	Provide 5 additional days per year for the associate principal to engage in professional development as well as plan and collaborate around the implementation of the SIG Action Plan.	September 2010-June 2013	\$7,725	Year 1 \$2,575 Year 2 \$2,572 Year 3 \$2,575		

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	Comprehensive instructional reform strategies					
IP	Identified and implemented core instructional programs in social science, science language arts and math	Completed				
IP, SD	Used student performance data to identify instructional needs and implemented researched-based focus on Academic Vocabulary, Academic Discourse, Academic Writing	Completed				
IP	Adopted and implemented Thinking Maps. Write for the Future training completed by all English teachers to support district focus on Academic Writing.	Completed TM 2008 Completed WFTF April 2010			Title I LEP	
IP, SD	Implement a school wide program with emphasis on nonfiction writing, collaborative scoring of student work, and frequent assessment of student progress as defined in research by Douglas B. Reeves.				Title I LEP	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<ul style="list-style-type: none"> • Students will complete a standards-based writing on a regular and frequent basis with topics/assignments rotating among core departments, embedding literacy strategies into content area classes. • A clear schedule of department writing dates/weeks will be communicated with staff, parents, students and community members. Departments will publish their writing prompts to the school community. • During classroom walkthroughs observers will be encouraged to review random student writing samples to monitor progress. • Teachers will devote PLC work with the appropriate and timely review of student writing samples as a focus. 					

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
IP, PD	Train all teachers on <i>Write for the Future</i> writing program to support implementation school-wide writing program. This program is directly connected with and utilizes the Thinking Map strategy.	September 2010-2013			Title I	
ILT	Deepen implementation of <i>Language!</i> , <i>Read 180</i> and ELD Program to 2 hours per day, and to fidelity state and District adopted instructional materials and protocols (extended learning time will allow for students to also take elective courses) for identified students.	September 2010 -2013				Program Administrator, ELD
IP, TA, SD, PD, RPR	Continue the reconfiguration of Fremont to become a small learning community for students in grades 7-12 with a thematic focus on Engineering and project-based learning. Grade 9 will be added for the 2010-2011 school year with approximately 145 current 8 th grade students remaining as	September 2009-June 2013.			QZAB Title I Title II	CAO Administrative Director, Pupil Resources

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	9 th graders. An additional grade will be added each year until 2014 when the first 12 th graders will graduate with their high school diploma, having completed all A-G requirements and having completed the Project Lead the Way (PLTW) pre-engineering program. Additional teachers are being added and additional support to teachers around Project Lead the Way, project-based learning, and high school transitions.					
SD, IP, TA, PD	Implement rigorous college-preparatory curriculum for all 9 th graders, including access to grade level algebra classes with support for students who didn't master algebra in 8 th grade. In Year 2, Advanced Placement (AP) Biology will be offered to interested 9th graders who are taking Algebra II as 9th graders. Academic Coach for mathematics and TTS's will provide professional	September 2010-June 2013				CAO Transformation Officer Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	development and job-embedded professional development to support teachers.					
SD, TA	Middle school to high school transition concerns are addressed at Fremont in that our first ninth grade class is composed of students who attended Fremont as 8 th graders. Hire a Dean of Students to help maintain school climate with a student-centered focus in a small learning community in which all students are known, recognized, and supported. Responsibility will include the expansion of our peer-counseling and peer-mediation programs as well as outreach to help all students feel connected to school. The Dean will work to support student safety, maintain positive student attendance and minimize suspensions and expulsions, reduce the chance of student	September 2010- June 2013	\$346,587 Year 1 \$115,529 Year 2 \$115,529 Year 3 \$115,529			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	failure and drop-outs, as well as to reduce the time that principal and associate principal spend away from the instructional program.					
IP, PD, SD	Engage in all required activities as a Year of Planning (YOP) school under the National Academy Foundation's (NAF) Academy of Engineering program. Fremont was accepted as a Year of Planning school for the 2010-2011 school year to become an Academy of Engineering. Curriculum as a YOP school includes state standards in all content areas with a focus on cross-curricular planning along with the Project Lead the Way program to deepen understanding of Science, Technology, Engineering and Math (STEM) content.	September 2010- June 2013				Principal
SD, IRR, RPR, FCE	Implement cross-curricular teacher teams who share the same 165 students (approximately) in each grade level. Teacher teams	September 2009- June 2013				Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	develop project-based (or problem-based) learning opportunities to increase student engagement and mastery of key standards in all core content areas. Teacher teams will provide social-emotional support to students, including character-development, relationship-building and teamwork as well as enrichment experiences including art, music, drama, sports, robotics, bottle rocket competitions, etc.					
SD, FCE	Cross-curricular teacher teams who share the same students will implement an early-warning system in which students who receive 3 behavior referrals at any time or who are not making academic progress within the first month of school will be referred for an immediate parent conference. Parent, teacher, student conferences will identify immediate interventions for students	September 2010- June 2013				Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	that will be monitored on a weekly basis and communicated to parents weekly.					
SD	For transition for students exiting elementary school and entering middle school, Fremont counselors will meet with teachers from feeder elementary schools to identify student needs and to ensure students' appropriate placement in English and math classes, including ELD or reading or math intervention for students performing below grade level.	September 2010- June 2013				Principal
IP, SD	Continuously analyze and use data (formative, interim, summative) individually and in collaborative PLCs to inform and differentiate instruction to meet the academic needs of individual students, to develop teaching strategies, and to determine student needs for intervention. Teachers have access to a powerful district	September 2010- June 2013				Principal Director, Research & Assessment

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
	data management system to access data.					
ES, SD, RPR, PD	Develop formative assessments to use within all core subjects and grade levels and include teachers in the development process	Summer 2010				Principal Academic Coaches
ES	Administer common formative assessments, analyze results in teacher professional learning communities; collaboratively plan for re-teaching and instructional adjustment to meet student needs	October 2010--June 2013				Principal
SD	Use district-established data analysis modules throughout the year during teacher PLC's to continuously inform, differentiate, and modify instruction.	Sept 2010 - June 2013			Teacher Specialist	Director, Research & Assessment Principal
TA, SD, FCE	Hire a SSIP (<i>Student Support Intervention Program</i>) Intervention Teacher to assist in deepening the implementation of the school's research-based RTI model which began 2009-2010, to support:	2010-2013	\$218,217 Year 1 \$72,739 Year 2 \$72,739 Year 3 \$72,739			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<ul style="list-style-type: none"> • Preliminary screening of all students based on multiple common summative assessments (CST, CELDT, DWA, AR/STAR, CAHSEE) • Collective review of data occurs at various levels including content teams, Counselors, Attendance personnel, and Administration. • As appropriate, staff completes a PIT (prescriptive intervention team) request. • Tier two interventions occur as recommended by PIT with frequent review of data and progress. • Notification to parents on a regular basis of student progress. • If insufficient progress is being made, Tier 3 intervention takes place, which is the SST process. All of the student's teachers, counselor, and 					

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<p>parents are expected to be present at the meeting.</p> <ul style="list-style-type: none"> • Monitor implementation of SST action plans 					
ES, IRR, PD, RPR	<p>Conduct monthly monitoring visits, reviews, and walkthroughs to monitor the implementation of the instructional reform strategies, evidence of student results, improve teacher practice, leadership and decision making, and to provide guidance and corrective strategies when needed. The review staff includes the Transformation Officer, Chief Academic Officer, technical support PLP coach, site principal, Principal coach, Human Resource consultant and leadership team.</p>	September 2010- June 2013			<p>Title I</p> <p>Title II</p> <p>LEP</p> <p>Weingart Foundation Grant</p>	Transformation Officer

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
TA, ES, SD	Conduct annual reviews using Cambridge Education as the evaluator to ensure that the curriculum is being implemented with fidelity and is having the intended impact on student achievement.	May 2011 May 2012 May 2013			Cambridge Education Grant Fund Title I	Transformation Officer
ES	Increase the number of AVID classes and implement AVID strategies school-wide, including organization notebooks, Cornell Notes, and Socratic Seminars and provide professional development through AVID summer institutes.	September 2010--June 2013			Title I	AVID Site Team Administration
PD, SD, ILT	Teachers to engage in four (4) days of district-funded professional development to strengthen instruction for English Learners to include: identifying EL students and their needs, differentiated instruction, SDAIE instruction, academic language and academic discourse, and additional research based strategies.	September 2010 and ongoing			Title I LEP	

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
PD, TA	Teachers to engage in professional development and support for the inclusion model for 9 th grade students with disabilities in 2010-2011. Each year add an additional grade level to full inclusion.	Sept 2010 and ongoing			Title I Title II	
IRR	Provide one day of additional pay for teachers to prepare classroom environment prior to the first day of school. (Due to budget constraints, teachers district-wide will not be provided this additional time each year.) Teachers will be expected to create wall to wall instruction, including a college corner, contemporary vocabulary word wall, contemporary student exemplars, relevant content posters, motivational quotes, EL visuals and cues, etc. The classroom environment impacts school climate and sets expectations for scholarly behaviors.		\$38,808 Year 1 \$10,976 Year 2 \$12,936 Year 3 \$14,896			

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	Increasing learning time and creating community-oriented schools					
ILT	For school year 2009-2010, Fremont added 97 additional hours by adding 45 minutes to the regular school day by ending school at 3:00 p.m. Monday through Friday.	Completed September 2009				
ILT	For school year 2010-2011, increase learning time by creating a staggered schedule so that all students take 7 classes (either 0 period or 7 period). With the staggered schedule students have access to more classes, including opportunities for intervention and credit recovery within the school day, as well as enrichment. This time extension adds an additional 182 hours, for a total of 279 additional hours since transformation began.	September 2010	\$1,212,480 Year 1 \$404,160 Year 2 \$404,160 Year 3 \$404,160			Principal
ILT	Offer summer school for all students to extend the school year, resulting in an additional 150 hours of learning time. Total added	June-July 2011 June-July 2012 June-July	\$180,000 Year 1 \$60,000 Year 2 \$60,000			Principal CAO Transformation

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	hours for 2010-2011 is 429 hours more than the 2008-2009 school year.	2013	Year 3 \$60,000			Officer
FCE	Offer on-campus English classes for parents through Adult Education				Adult Education	Principal, Adult Education
FCE	Hire community facilitator to outreach to parents, community members, businesses, colleges and universities as well as faith-based organizations to engage stakeholders in the work of the school.	September 2010	\$117,933 Year 1 \$39,311 Year 2 \$39,311 Year 3 \$39,311			Principal
FCE	Hire an additional counselor to serve as an intervention counselor for students who need additional academic support to increase students' academic success and address social/emotional needs.	September 2010--June 2013	\$249,279 Year 1 \$83,093 Year 2 \$83,093 Year 3 \$83,093			Principal
TA, FCE, SD	Hire a Dean of Students to support and improve school climate, organize and run character-behavior-motivational assemblies, provide direct social-emotional support to students demonstrating		(Previously noted, \$346,587)			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
	negative behaviors, implement school wide discipline policy, improve parent communication.					
TA, FCE, SD	Hire a Student Support Intervention Program (SSIP) Intervention Teacher. In addition to assisting in the implementation of Rtl, this position will engage parents and students in an ever-present outreach program, which connects stakeholders with community resources related to counseling, substance abuse and child welfare services. Social service programs designed to support students and families.		(Previously noted, \$218,217)			Principal
TA, FCE, SD	Hire additional Student Support Intervention Program (SSIP) support staff to work closely with the SSIP Intervention Teacher. Support staff will communicate, organize and schedule with all appropriate stakeholders, while engaging in outreach with appropriate		\$150,000 Year 1 \$50,000 Year 2 \$50,000 Year 3 \$50,000			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	community service partners; organize and engage students in after-school and lunchtime clubs; redirect students during school time assisting with conducting group sessions to meet students' social and emotional needs (e.g., anger management, substance abuse)					
FCE, SD	Expand the use of Parent Connect, requiring all teachers to use the system, providing parents with access to student grades, attendance and assignments	September 2010				Principal
FCE	Contract with Parent Institute for Quality Education to provide nine-week parent institute in fall and spring for all interested parents that teaches parents how to understand the school system, college planning, importance of GPA, higher education options and financial aid, and dialogue with principal.	Began 2009 Continuous			Title I	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
FCE	Community facilitator will open the Parent Center and library for parent and community use after school one day a week and 20 Saturday mornings during the school year (two Saturdays a month) to expand parent engagement with technology.	September 2010-June 2013	(Previously noted, \$117,933)		Title I	Principal
TA, FCE	Community Facilitator will expand outreach to increase the number of parent volunteers by hosting multiple parent activities in the new Parent Center. Fremont pays the costs of fingerprinting for all parents interested in being cleared to become volunteers. Parent volunteers will engage as grade-level and team parents to be visible on campus regularly in support of school climate issues, classroom projects, field day activities and field trips.	September 2010-June 2013	(Previously noted, \$117,933)		Title I	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
ILT, FCE	Advisory period 20 minutes at the beginning of each day Monday through Thursday for notebook checks, agenda checks, homework checks, and short lessons on strategies for academic and personal success.	September 2010- June 2013				Principal
ILT, SD, FCE	Provide Saturday Academy tutorial institutes twice a month for targeted intervention for identified students. Saturday Academy sessions will be taught by students' regular math and English teachers for re-teaching, enrichment and reinforcement for identified standards. Teacher teams will use weekly team meetings to identify students who could benefit from these extended learning opportunities. Parents and students' younger siblings are invited so that parents can participate in technology classes in the Parent Center and younger siblings can	September 2010 - June 2013	\$41,733 Year 1 \$13,911 Year 2 \$13,911 Year 3 \$13,911		Title I	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	participate in guided enrichment activities in reading, writing, and math as well as technology using the computer lab.					
FCE	Implementing a system of positive behavioral supports, including a student VIP program, which rewards positive student behavior, positive peer interactions, attendance and achievement.				Title I	Principal
TA, PD	Contract with Ed Equity to conduct the “Student Voice” protocol and professional development—a qualitative approach for analyzing student input on rigor, relevance, and relationships; include follow-up training, support and facilitation of collaboration for development of relational strategies for increased student achievement.		\$37,000 Year 1 \$7,000 Year 2 \$30,000			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	Providing operational flexibility and sustained support					
TA	Transformation Office staff (ADSE and Teacher Specialists) will conduct monthly joint meetings with school leadership teams to assess progress, determine needs, and provide technical assistance	Sept. 2010-June 2013				Transformation Officer
TA	Dedicate two Teacher Specialists who report to the “transformation leader” to the transformation model schools to provide targeted professional development	Sept. 2010-June 2013			Title I Title II	Transformation Officer
OF	Provide flexibility to revise and revisit start and end times/daily schedules	Sept 2010				Principal
OF	Provide flexibility to principals on use of site based funding for categorical, grant and general funds	Sept 2010 - June 2013				Principal
OF	Create district waiver and exemption procedures allowing schools to petition for relief from district policy that restricts their innovation.	Sept 2010 - June 2013				Principal

SIG Form 10–Implementation Chart for a Tier I or Tier II School**Implementation Chart for a Tier I or Tier II School**

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Pomona High School	Tier: I or II (circle one)
Intervention Model:	
<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation	
Total FTE required: <u> 0 </u> LEA <u> 8 </u> School <u> 0 </u> Other	

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	Developing & Increasing teacher & school leader effectiveness					
ES	Developed a rigorous, equitable evaluation system for principals taking into account data on student growth, observations of performance and adherence to a research-based rubric of practice. It is aligned to the District's Six Essentials and instructional initiatives.	Completed Sept 2008			Weingart Foundation Grant Title II	Administrative Director Elementary Administrative Director, Secondary

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
RP	Principal appointed Feb. 2008.	Completed				Administrative Director, Secondary
ES	Work collaboratively with the teachers' association to revise the current evaluation tool. The current teacher evaluation system is rigorous and transparent and there is contract language providing the ability to use student achievement as a factor.	2010 and ongoing			General Funds	Assistant Superintendent, Personnel
PD, TA	Hire 4 Academic Coaches (content area specific) to work directly with teachers and provide ongoing, job-embedded professional development. Activities will include modeling strategies presented during professional development, co-teaching, observation with feedback, and planning and leading professional learning communities sessions.	August 2010 - Spring 2013	\$1,230,264 Year 1 \$410,088 Year 2 \$410,088 Year 3 \$410,088			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
ILT, PD, RPR, TA, SD	<p>Support professional learning communities by providing 2 additional hours of Teacher Collaboration, planning, and professional development time each week (in addition to the 1-hour they currently have.) The time will be structured and will be used for job-embedded PD led by academic coaches with Pivot Learning Partners support. The current work and focus of PLCs will be expanded to include best practices for implementing block scheduling; collaborative scoring of student non-fiction writing; adjusting instruction and re-teaching. Deepen this PLC and build capacity of all teachers through the use of:</p> <ul style="list-style-type: none"> • A data-driven cycle of inquiry • Protocols for examining student 	Sept 2010 and ongoing	\$1,128,465 Year 1 \$317,520 Year 2 \$317,520 Year 3 \$317,520			

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Resources	Oversight
	work and products as data • Review of professional literature					
PD, ILT, RPR	Provide differentiated professional development for teachers. Initial topics are to include: Belief Systems, Collaborative Culture, Classroom Environment; Increasing Time-on-Task and Student Engagement (during regular and extended block schedule periods); and fiction Writing. Teachers will be required to complete PD in all of these areas unless they have demonstrated mastery. Five additional work days will be provided for this professional development.	August 2010 and ongoing	\$382,200 \$305,760 Year 1 \$127,400 \$76,440 Year 2 \$127,400 \$101,920 Year 3 \$127,400		District Transformation Office, TTS's	

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
PD, TA, RPR	<p>Provide substitutes for teachers in each department 3 days during the year in which teachers will:</p> <ul style="list-style-type: none"> Day 1: observe a lesson taught by an Academic Coach followed by a PLC debrief and reflection. Day 2: collaboratively plan and co-teach a lesson with a department teacher and academic coach. PLC debrief and reflection follow. Day 3: plan and teach a lesson to be observed by peer teacher with debrief and reflection following. <p>The debrief and reflection portions will be facilitated by a Pivot Learning Partners coach.</p>		Year 1 only		Title I LEP	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
TA	Develop teacher team structures for 9th and 10th grade to drive improvement by organizing departments/thematic learning academies into teams with an Academic Coach assigned to support each team.	September 2010				Principal
IRR	Implement a system of financial rewards for school staff who have increased student achievement. Collaborate with teachers' union to develop.	August 2011 and ongoing	\$390,000 Year 1 \$130,000 Year 2 \$130,000 Year 3 \$130,000			Director, Research and Assessment Assistant Superintendent, Personnel
IRR	Use the evaluation process to identify teachers whose performance and professional practice, and commitment to implementing the school's transformation do not meet standards. The contract allows for the district to transfer teachers both voluntarily and involuntarily.	Sept 2010 and ongoing				Principal Administrative Director, Secondary

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
PD	Provide opportunities for teacher classroom walkthroughs that are structured around a focus on student engagement and serve to inform instructional practice.	November 2010-June 2013			Title I	Principal
TA, PD, ILT, IRR	<p>Contract with Pivot Learning Partners to provide full day trainings and weekly cohort and individual coaching for the Academic Coaches to build capacity and support teacher leadership; plan and debrief weekly PLC sessions for all grade levels and departments; and attendance at PLC meetings.</p> <ul style="list-style-type: none"> Three days of professional development for transformation principals and administrative teams on all aspects of leadership for transforming schools, with particular 	September 2010- June 2013	\$233,250 Year 1 \$133,500 Year 2 \$57,000 Year 3 \$42,750		Pivot Learning Partners	Transformation Office Pivot Learning Partners

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<p>emphasis on leading teacher collaboration; establishing a culture of high expectations for all; and problem solving.</p> <ul style="list-style-type: none"> • Job-embedded principal professional development that includes individual coaching sessions with a focus on skills aligned to the principal professional development and differentiated to meet individual principal needs. Coaching sessions are weekly Year 1, 3 times per month Year 2, 2 times per month Year 3. • Planning and facilitation of monthly cohort principal sessions for job-embedded coaching that includes classroom walkthroughs to strengthen practices in 					

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<p>classroom observation and feedback; and determining teacher effectiveness (Year 1 only)</p> <ul style="list-style-type: none"> • A human resources consultant to provide support to principal and associate principal, including collaboratively conducting some of the evaluations; to identify, evaluate and remove those teachers who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Having these experts help site administrators through the process has been shown to greatly increase the success rate of terminating unsatisfactory teachers (Gradual decrease of 					

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	support over the three years as administrators' capacity is built). Consultant will work with Principal 8 days in Year 1; with Principal and Associate Principal 6 days in Year 2; with Associate and Assistant Principals 5 days in Year 3					
PD	Continue program of Assistant Principal professional development and coaching on Classroom Observation and Feedback through Cambridge Education.				Cambridge Education Grant Fund	Transformation Officer/ADSE
TA	Elevate an existing Assistant Principal position to an Associate Principal position to work directly with the 4 academic coaches, teacher teaching specialists and the Principal. The cost reflects the difference in pay between these positions.	September 2010-June 2013	\$30,756 Year 1 \$10,252 Year 2 \$10,252 Year 3 \$10,252			

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
PD	Provide 5 additional days per year for the Principal and Associate Principal to engage in professional development, as well as plan and collaborate around the implementation of the SIG action plan.	September 2010-June 2013	\$18,060 Total \$9,480/Prin. \$8,580/AP Year 1 \$6,020 Year 2 \$6,020 Year 3 \$6,020			
	Comprehensive instructional reform strategies					
IP	Identified and implemented core instructional programs in language arts, math, social science and science	Completed				
IP, SD	Used student performance data to identify instructional needs and implemented researched-based focus on Academic Vocabulary, Academic Discourse, Academic Writing	Completed				
IP	Adopted and implemented Thinking Maps school-wide	Completed TM's 2008			Title I LEP	

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
IP, SD	<p>Implement a school wide program with emphasis on nonfiction writing, collaborative scoring of student work, and frequent assessment of student progress as defined in research by Douglas B. Reeves.</p> <ul style="list-style-type: none"> Students will complete standards-based writing on a regular and frequent basis with topics/assignments rotating among core departments, embedding literacy strategies into content area classes. A clear schedule of department writing dates/weeks will be communicated with staff, parents, students and community members. Departments will publish their writing prompts to the school community. 				Title I LEP	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<ul style="list-style-type: none"> • During classroom walkthroughs observers will be encouraged to review random student writing samples to monitor progress. • Teachers will devote PLC work with the appropriate and timely review of student writing samples as a focus. • Year 1 - Training and collaborative development of writing prompts; pilot sample prompts and calibrate scoring • Year 2-3 - Full implementation 					
IP, PD	Train all teachers on <i>Write for the Future</i> writing program to support implementation school-wide writing program. This program is directly connected with and utilizes the Thinking Map strategy.	September 2010-2013			Title I	

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
TA, PD	Contract with EdEquity to provide training on culturally responsive instruction and Student Voice	Spring 2010 September-June 2011-12	\$50,000 Year 1 \$10,000 Year 2 \$40,000			
IP, ILT	Implement <i>Read 180</i> with fidelity for 2 hours per day to increase learning time and ensure appropriate use of this state and district adopted instructional material and protocols.	Sept 2010 and ongoing				Principal
IP, SD	Continuously analyze and use data (formative, interim, summative) individually and in collaborative PLCs to inform and differentiate instruction to meet the academic needs of individual students, to develop teaching strategies, and to determine student needs for intervention. Teachers have access to a powerful district data management system to access data.	Sept 2010 and ongoing				Principal Director, Research and Assessment

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
ES, SD, RPR, PD	Develop formative assessments to use within all core subjects and grade levels	Summer 2011 Summer 2012			Title I LEP	Principal Academic Coaches
ES	Administer common formative assessments, analyze results in teacher professional learning communities; collaboratively plan for re-teaching and instructional adjustment to meet student needs	October 2010 and ongoing				Principal
SD	Use district-established data analysis modules throughout the year during teacher PLC's to continuously inform, differentiate and modify instruction.	Sept 2010 and ongoing				Director, Research & Assessment Principal
TA, SD, FCE	Hire a SSIP (<i>Student Support Intervention Program</i>) Intervention Teacher to assist in deepening the implementation of the school's research-based RTI model which began 2009-2010, to support: <ul style="list-style-type: none"> Preliminary screening 	2010-2013	\$218,217 Year 1 \$72,739 Year 2 \$72,739 Year 3 \$72,739			Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<p>of all students based on multiple common summative assessments (CST, CELDT, DWA, AR/STAR, CAHSEE)</p> <ul style="list-style-type: none"> • Collective review of data occurs at various levels including content teams, Counselors, Attendance personnel, and Administration. • As appropriate, staff completes a PIT (prescriptive intervention team) request. • Tier two interventions occur as recommended by PIT with frequent review of data and progress. • Notification to parents on a regular basis of student progress. • If insufficient progress is being made, Tier 3 intervention takes place, which is the SST process. All of the 					

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<p>student's teachers, counselor, and parents are expected to present at the meeting.</p> <ul style="list-style-type: none"> • Monitor implementation of SST action plans. The SSIP Intervention Teacher will also engage parents and students in an ever-present outreach program, which connects stakeholders with community resources related to counseling, substance abuse and child welfare services. These social service programs will be designed to support both students and families. 					
TA, ES, SD	Conduct annual reviews using Cambridge Education as the external evaluator to provide another lens through which to measure the extent to which the curriculum is being implemented with	May 2011 May 2012 May 2013			Cambridge Education Grant Fund Title I	

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	fidelity and is having the intended impact on student achievement					
ES	Expand the number of students enrolled in the AVID program by 20 to 25% of the student body and implement selected AVID strategies school-wide. (PHS was named an AVID national demonstration school on February 17, 2010. AVID core strategies of Writing, Inquiry through questioning, Collaboration and Reading age-appropriate and culturally relevant texts align to instructional reform strategies and support the school's emphasis on college-going culture and readiness.)	September 2010 - June 2013			Title I	AVID Site Team Administration
PD, SD, ILT	Teachers to engage in four (4) days of district-funded professional development to strengthen instruction for English Learners to include: identifying EL	Aug/Sept 2010			Title I LEP	

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	students and their needs, differentiated instruction, SDAIE instruction, academic language and academic discourse, and additional research based strategies.					
PD, TA	Teachers to engage in professional development and support for the inclusion model for 9 th grade students with disabilities in 2010-2011. Each year add an additional grade level to full inclusion.	Sept 2010 and ongoing			Title I Title II	
IRR	Provide one day of additional pay for teachers to prepare classroom environment prior to the first day of school. (Due to budget constraints, teachers district-wide will not be provided this additional time each year.) Teachers will be expected to create wall to wall instruction, including a college corner, contemporary vocabulary		\$76,440 Year 1 \$25,480 Year 2 \$25,480 Year 3 \$25,480			

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	word wall, contemporary student exemplars, relevant content posters, motivational quotes, EL visuals and cues, etc. The classroom environment impacts school climate and sets expectations for scholarly behaviors.					
	Increasing learning time and creating community-oriented schools					
ILT	Adjust the start of school on Fridays from 9:00 a.m. to 8:30 a.m. to provide additional instructional minutes for all classes	September 2010 and ongoing				Principal
ILT	Extend the school day by adding zero and/or 7 th periods and summer school that is available to all students, and required as follows: <ul style="list-style-type: none"> All incoming 9th graders to participate in summer school prior to the start of school year as part of Summer Bridge program and to earn 10 credits to begin the high school 		\$1,212,480 Year 1 \$404,160 Year 2 \$404,160 Year 3 \$404,160			

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	<p>experience with successful credit completion to ensure high school graduation and minimize risk of drop-out</p> <ul style="list-style-type: none"> • All 9th graders and English Learners assigned to intervention content classes for 2 periods will be provided an additional class period to participate in elective and enrichment programs • Credit recovery for all students through summer school and zero/7th period classes • All 10th grade students at risk of not passing CAHSEE • All 11th and 12th graders who have not passed CAHSEE 					

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
ILT	Extend the school year with summer school that is available to all students and required as follows: <ul style="list-style-type: none"> Students assigned to intervention classes to provide access to enrichment and electives Credit recovery and CAHSEE preparation 		\$115,950 Year 1 \$38,650 Year 2 \$38,650 Year 3 \$38,650			
ILT	Increase learning time and student engagement by implementing a rotating bell schedule as a way to respond to students' varying levels of engagement throughout the school day and to promote opportunities for students to build relationships with teachers and engage with content at a time that may be more appropriate to their individual needs.	September 2010				Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School	LEA	Resources	Oversight
ILT	Implement a block schedule to increase learning time by reducing time spent during passing periods and transitions to class. Teachers to engage in professional learning and collaboration and review of research and best practices to successfully implement double period classes, as well as develop lesson plans reflective of these practices during 2010-2011 school year to prepare for implementation the following year.	September 2011				Principal
TA, FCE, SD	Hire a Dean of Students to provide direct social-emotional support to students demonstrating negative behaviors, implement school wide discipline policy, improve parent communication, support/improve school climate, organize and run character-behavior-motivational assemblies.	September 2010	\$346,587 Year 1 \$115,529 Year 2 \$115,529 Year 3 \$115,529			Transformation Officer Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
TA, FCE, SD	Hire additional Student Support Intervention Program (SSIP) support staff to work closely with the SSIP Intervention Teacher. Staff will communicate, organize and schedule with appropriate stakeholders, engaging in outreach with appropriate community service partners; organize and engage students in after-school and lunchtime clubs; redirect students during school time assisting with conducting group sessions to meet students' social and emotional needs (e.g., anger management, substance abuse)		\$150,000			Principal
			Year 1 \$50,000			
			Year 2 \$50,000			
			Year 3 \$50,000			
OF	Implementing a system of positive behavioral supports, including a student VIP program, that rewards positive student behavior, positive peer interactions, attendance and achievement.				Title I	Principal Dean

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
OF	Create additional teacher/student teams within the master schedule to 'personalize school' and create smaller learning communities. Continue AVID, Medical Academy, and Engineering Academy student teams.	September 2010				Principal
FCE	Expand the use of Parent Connect, requiring all teachers to use the system, providing parents with access to student grades, attendance and assignments	Sept 2010				Principal
FCE	Contract with Parent Institute for Quality Education to provide parent classes for understanding the school system, college planning, importance of GPA, higher education options and financial aid, and dialogue with principal. A focus on all incoming 9 th and 10 th grade parents.	Began 2009 Continuous			Title I LEP	Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
FCE, TA	Hire a community facilitator to facilitate a program for outreach and support that connects with community resources including social services to provide student and family counseling and support; serve as a liaison between parents/families and school; enhance parent engagement through trainings	September 2010	\$117,933 Year 1 \$39,311 Year 2 \$39,311 Year 3 \$39,311			
FCE	Implement Link Crew, where 11/12 grade students become mentors for incoming 9 th graders.	August 2011			Title I	
FCE	Enhance the Summer Bridge program to include events for incoming ninth grade parents. The purpose of our Summer Bridge program is to build self confidence, gain a knowledge about the environment and where things are on campus before school starts, create a connection with PHS peers, adults and understand the many	August 2009 and ongoing				Principal

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	options and ways to get involved with academics, social clubs, athletics and supportive people, and acquire a sense of early validation with the high school experience.					
	Providing operational flexibility and sustained support					
TA	Transformation Office staff (ADSE and Teacher Specialists) will conduct monthly joint meetings with school leadership teams to assess progress, determine needs, and provide technical assistance	Sept. 2010 and going				
TA	Provide ongoing, intensive technical assistance and support from Pivot Learning Partners through: coaching for the Transformation Leader; team coaching for Transformation Office; and technical assistance oversight.	August 2010 and ongoing				

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
OF	Provide flexibility to revise and revisit start and end times/daily schedules	Sept 2010				
OF	Provide flexibility to principals on use of site based funding for categorical, grant and general funds	Sept 2010 and ongoing				
OF	Create district waiver and exemption procedures allowing schools to petition for relief from district policy that restricts their innovation.	Sept 2010 and ongoing				Transformation Officer

Pomona Unified School District

Six Essentials



**Responsive
Instruction**

... to reach **each**
student

**Student Work
and Data**

...to assess
learning

Reaching

Teaching

**Professional
Development**

... to improve
instruction

**Aligned
Resources**

...to support and assure
student learning

Responsibility

Results

Learning

**Shared
Leadership**

... to sustain a
collaborative culture

...to provide **all**
students options
for success.

**Family and
Community**

... to support student
learning





Pomona Unified School District

BOARD OF EDUCATION

John J. Avila, President

Andrew S. Wong, Vice President

Adrienne Konigar-Macklin

Stephen V. Lustro

Richard L. Rodriguez

Pomona Unified School District Theory of Action in Practice

THE CORE ESSENTIAL: RESPONSIVE INSTRUCTION
Use effective instructional practices and create a collaborative school climate to improve student learning.

EXPECTATIONS FOR SCHOOLS

- In every classroom, the daily instructional schedule is posted.
- In every classroom, teachers use focused standards-based instruction that includes:
 - Learning Objectives posted in student-friendly language and taught at the beginning of the lesson.
 - Check for Understanding throughout the lesson, using a variety of strategies to engage all students.
 - Guided Practice that aligns with the learning objectives.
 - Differentiated strategies (including Thinking Maps and Systematic ELD Instruction) to make content comprehensible and accessible to all students.
- During class and in every subject, students read, write, and solve problems regularly, using higher-level thinking skills to help them reach proficiency.
- The school uses year-long curriculum/pacing guides in core subjects that delineate content and skills.
- The school's vision and practices reflect high expectations for all students.
- The school's intervention program provides re-teaching and support in-class (e.g., Universal Access, small groups, Riverdeep, Read 180, Language!) as well as outside of the classroom (e.g., Saturday/CAHSEE academies, tutoring).
- The intervention process increases in intensity from benchmark instruction to intensive instruction.
- The school's collaborative culture includes participation in Structured Teacher Planning Time, vertical articulation, data analysis, cross-curricular teaming, district curriculum committees, task forces, and content cohorts.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR ...

In Classrooms

- Students can explain what they are learning and why, and how it connects to what they have already learned. They are able to talk about the quality of their own work and what they must do to improve it.
- Students are reading, writing, and engaged in high-level questioning and discussions evidenced by their reflective responses.
- The teacher and students engage in a high-level of discourse that goes beyond right/wrong and yes/no answers to an emphasis on evidence.
- Teachers give prompt and specific feedback to students on their work, based on standards. In conferences, both the teacher and students talk about the work.
- Classroom walls display current student work reflecting the content they are studying, standards for exemplary work, posted learning objectives, daily schedule, and class rules.
- Teachers use research-based and best practices (e.g., direct instruction, Thinking Maps, differentiation, Systematic ELD) throughout the lesson as they check for understanding and re-teach concepts to provide in-class interventions when students don't learn.
- Teachers use pacing guides to focus instruction and to ensure timely delivery of content.

Around the School

- Every classroom has areas for students to read, write, and work on their own and in pairs, and a common area for the whole class to meet and talk.
- Current, exemplary student work is posted throughout the school.
- Every teacher is able to explain what his/her students are learning and why, and describe how his/her instruction will get students to proficiency in core academic subjects.
- Site administrators and teachers – including teachers of special-needs students and English Learners and Teaching Teacher Specialists – meet regularly in teams to talk about instructional practice.
- Site administrators spend time in classrooms every day observing instructional practices, and discuss work with teachers and students to ensure implementation of the instructional program.
- School staff and community engage in classroom walk-throughs.
- The school's instructional framework is made public to all parents.
- Student Success Team meetings are conducted on a regular basis.
- Technology and electronic resources are used to enhance lessons and engage students in support of their learning.
- At the high schools, lessons reflect the Expected School Learning Results (ESLRS).

EXPECTATIONS FOR DISTRICT OFFICE ADMINISTRATORS

- The Superintendent and the district office administrators use *Expectations for Schools* when observing classrooms, supporting all staff, and evaluating principals.
- Clear and consistent communication of district-wide goals and initiatives enable every employee to support the instructional program.
- District office instructional administrators base their decisions on the question, "How will this decision help students become better readers, writers, and thinkers, and reach proficiency?"

ESSENTIAL: STUDENT WORK & DATA
Examine student work and data to drive instruction and professional development.

EXPECTATIONS FOR SCHOOLS

- School staff use the STPT process to analyze and use data – CST, CAHSEE, CELDT and DWA results; student work; formative and common grade-level/subject-area assessments; and classroom observations to:
 - monitor each student's progress toward proficiency and to appropriately place students
 - plan instruction
 - intervene immediately to accelerate learning for all under-performing students (including gifted)
 - problem-solve to make decisions about student placement and interventions
 - check alignment among standards, curriculum, instruction, and assessments
 - plan and evaluate professional learning activities
 - hold themselves accountable for students' achieving proficiency and for closing the achievement gap
 - inform students and parents of academic progress
- Site administrators and Data Action Teams/Leadership Teams use data to develop the school's Academic Plan for Student Achievement (APSA) with ongoing performance measures.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR ...

In Classrooms

- Teachers help students set goals, monitor, and share progress toward individual learning outcomes based on data.
- Teachers use interim screening, student work and formative assessments to monitor student progress and inform instruction.
- Teachers intervene immediately if a student is not progressing as expected academically, linguistically or socially.
- Teachers use the RxNet to track patterns in their students' performance and modify their instruction.
- Teachers know the value and purpose of various kinds of assessments.
- Teachers use data to determine the specific content and instructional strategies to develop their Process Objectives.
- Current student work is visible and celebrated.

Around the School

- Data Action Teams, including the principal, analyze data and regularly present findings to staff to track each student's progress toward proficiency.
- The Data Action Teams/Leadership Teams use data to identify school-wide professional development needs in content or pedagogy.
- School teams (grade-level/dept.) collaborate as part of the STPT process to analyze data and student work, plan instruction, solve problems, and identify their own learning needs.
- Student Success Teams meet regularly to discuss individual students, problem-solve, monitor their progress, and suggest interventions and appropriate placements.
- The school posts/celebrates data and student work publicly and in a timely manner.
- Student work reflects the implementation of district-wide initiatives such as Thinking Maps, Systematic ELD, writing, and direct instruction.

EXPECTATIONS FOR DISTRICT OFFICE ADMINISTRATORS

- The Superintendent and district office administrators use data to examine the effectiveness of major initiatives and intervention programs in order to make decisions.
- The district makes available formative assessments in core content areas that are aligned with state standards for each grade.
- The district makes student performance data available to schools through RxNet in a timely manner.
- The district utilizes the data to determine the interventions that are part of the Responsive Instruction framework.
- The District provides training on data analysis and RxNet use to all instructional staff.
- District office and community locations display and recognize student work and achievements.

Pomona Unified School District Theory of Action in Practice

ESSENTIAL: PROFESSIONAL DEVELOPMENT Invest in professional development to improve instruction.

EXPECTATIONS FOR SCHOOLS

- The school's Academic Plan for Student Achievement is based on data and includes a collaborative professional development plan that:
 - outlines the school's Structured Teacher Planning Time (STPT)
 - explains the school's use of Late-Start Fridays
 - addresses the school's content and pedagogical learning needs
 - outlines the responsive-instruction framework and strategies and defines the roles and responsibilities of the teaching staff and Student Success Team members
 - reflects the language, cultural, economic, and family factors that affect student learning
 - includes analysis of data and use of data tools (RxNet)
- As professional learning communities, STPT teams engage in collaboration focused on analysis of teacher practice and student work, lesson study, content knowledge, and professional reading. By engaging in STPT, teachers continue to learn to teach more effectively and improve student results. Each STPT team outlines its course of study; reads professional literature; and district demonstrates, analyzes, and reflects on their practices together in classrooms.
- Teachers participate in professional development based on the school's and district's goals, as well as teachers' and students' learning needs.
- The professional development plan is shared with staff and district office.
- The process objectives reflect teachers' participation in professional development aligned with the school's and district's goals.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR ...

In Classrooms

- Teachers implement and refine instructional strategies they learn.
- Teachers make their practice public and visit each other's classrooms.
- Teachers know their content and their students well, and help each other improve their practice.
- Teachers know how to differentiate their instruction to address students who are not learning.
- Teachers know how to monitor student progress, problem-solve if students are not learning, and provide appropriate interventions to facilitate learning.

Around the School

- The administrators participate in STPT on a regular basis.
- The principal develops a schedule that allows all teachers to participate in STPT.
- The principal meets regularly with the school's academic coaches/teaching teacher specialists.
- The school's norm is one of continuous learning for everyone; staff discusses instructional problems and solutions in formal and informal settings.
- The school's professional development plan and schedule are shared with staff, families, school partners, and visitors.

EXPECTATIONS FOR DISTRICT OFFICE ADMINISTRATORS

- The Superintendent and district office administrators are responsible for ensuring that professional development in schools and the district office has coherence, is aligned with the Theory of Action Essentials, supports the improvement of practice, and enhances the sustainability of whole-school and whole-district improvement.
- The Superintendent and district office administrators organize professional development for staff so they understand PUSD's reform framework and their roles.
- The Superintendent and district office administrators participate in STPT sessions when they visit schools.
- The district office administrators regularly review schools' professional development plans, regularly monitor implementation, and provide needed resources.

Pomona Unified School District
Theory of Action in Practice

ESSENTIAL: ALIGNED RESOURCES
Focus resources to support instructional improvement and improved student learning.

EXPECTATIONS FOR SCHOOLS

- The school's resources – people, time, funds, materials – are allocated to meet its student learning goals, and its budget is the financial plan for implementing the Academic Plan for Student Achievement.
- Each student is ensured a guaranteed and viable curriculum with protected bell-to-bell instruction.
- Family and community resources support specific student learning goals.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR ...

In Classrooms

- Students receive uninterrupted classroom instruction.
- Students and teachers use a variety of instructional resources and materials.
- Students receive differentiated instruction during the school day to meet their needs.
- Every classroom has a classroom library, instructional materials and equipment.
- Each student has adopted textbooks in all core disciplines.
- Students are provided with interventions before, during, and after school to accelerate their learning.

Around the School

- The schedule maximizes instructional time for core subjects.
- The school schedules professional development activities in a manner that maximizes teachers' time in the classroom.
- School staff use RxNet, Zangle, and other technology resources to minimize paperwork.
- The school community makes decisions regarding the expenditures of human and fiscal resources.
- Classroom instruction is supported through the use of support staff (e.g., Teacher Specialists, Academic Coaches, Teaching Teacher Specialists, Resource Teachers, tutors).

EXPECTATIONS FOR DISTRICT OFFICE ADMINISTRATORS

- District office administrators support principals to maximize instructional time and individualize support for each student.
- The Superintendent and District office administrators help schools align budgeted resources with APSA priorities.
- District office administrators share with schools examples of well-thought-out budgets, professional development plans, job descriptions, school schedules, and the efficient use of support staff and volunteers to maximize resource use.

Pomona Unified School District Theory of Action in Practice

ESSENTIAL: SHARED LEADERSHIP Share leadership to sustain instructional improvement.

EXPECTATIONS FOR SCHOOLS

- Principals share leadership with teachers and other staff.
- Teachers have opportunities to assume leadership roles outside of the classroom.
- Students are provided opportunities to share responsibilities and participate in leadership activities.
- A collaborative culture is established to share best practices and instructional decisions.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR ...

In Classrooms

- School administrators are in classrooms every day, talking with students about what they are learning and conferring with teachers about their informal observations and decisions on next steps.
- Teachers describe their colleagues and school leaders as resources for helping them improve instruction and meet their goals.
- Teachers teach each other, and some teach courses for colleagues.
- Teachers demonstrate lessons for STPT.
- Teachers provide opportunities for student voice (e.g., cooperative learning, presentations, peer discussions, problem solving).
- Teachers model lessons for colleagues.

Around the School

- Teachers lead examinations of student work sessions, Data Action Team/Leadership Team meetings, STPT, and ad hoc committees.
- Staff provides input on agendas.
- Teachers participate in classroom walkthroughs.
- Teachers help create school policies and practices, an indicator of an environment that is encouraging and inclusive.
- The school community refers to the school as “our” school, not “my” school.
- The school is welcoming with an “open door” policy.
- Students participate in leadership activities and school events.

EXPECTATIONS FOR DISTRICT OFFICE ADMINISTRATORS

- The Superintendent and district office administrators align evaluation tools with expectations for instructional improvement and the goal of proficiency for all students.
- District office administrators visit schools and confer with school leaders in making decisions about their department’s policies and practices.
- The Superintendent convenes an administrative advisory council to help refine the district’s work.
- The Superintendent and district office administrators provide forums to hear teacher and community voices.

Pomona Unified School District
Theory of Action in Practice

ESSENTIAL: FAMILY & COMMUNITY
Partner with families and community to support
student learning.

EXPECTATIONS FOR SCHOOLS & FAMILIES

A positive school climate is promoted when:

- Schools value all children and welcome families and community members as their partners.
- Schools engage families in their children's school life through activities stated in the Parent Involvement Policy and the Home/School Compact that is shared with families and community members and is posted in the school.
- Each teacher communicates regularly with families (in English and in the adult's first language) about their child's progress and ways families can support students at home.
- Families participate in their children's learning, monitor their attendance, attend parent conferences, and participate in parent councils if they can.
- School, community, and families show **respect** and demonstrate **responsibility** for student performance **results**.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR ...

In Classrooms

- Each teacher sends home easy-to-understand communications based on the school's curriculum.
- Teachers regularly share progress and suggestions about helping students learn through a variety of media (e.g., newsletters, progress reports).
- Teachers provide homework support.
- Teachers welcome parents and community members in the classroom to support student learning.

Around the School

- Families and community members actively participate in the school activities.
- The school provides many opportunities for community engagement (e.g., volunteering, classes, workshops, conferences, committees).
- The school has a written Parent Involvement Policy and Home/School Compact.
- The school follows a customer service protocol for greeting visitors, taking messages reliably, and responding promptly and respectfully to questions and concerns.
- Edulink and Parent Connect support home/school communication in multiple languages.

EXPECTATIONS FOR DISTRICT OFFICE ADMINISTRATORS

- The Superintendent and district office administrators support and hold principals accountable for strong and measurable outreach to families and community members.
- The district office administrators share practices that work effectively with families and community members.
- District office administrators highlight schools that are effectively soliciting student and family concerns and acting in partnership with them on the solutions.
- Family resource centers provide technical assistance to schools to develop and implement their family engagement plans.
- District office administrators will support schools to create and maintain school environments that are conducive to student learning.

**Minutes of the Regular Meeting of the Board of Education
Pomona Unified School District
Education Center Board Room
800 South Garey Avenue, Pomona**

Wednesday, May 5, 2010

5:30 p.m.

CALL TO ORDER

Richard L. Rodriguez, Board President, called the meeting to order at 5:31 p.m.

MEMBERS PRESENT

Richard L. Rodriguez, President; Adrienne Konigar-Macklin, Vice President; and Jason Rothman. Roberta A. Perlman joined the meeting at 5:32 p.m. Andrew S. Wong joined the meeting at 6:22 p.m.

STUDENT REPRESENTATIVE

Sarah Jimenez, Diamond Ranch High School

ADMINISTRATIVE STAFF PRESENT

Richard Martinez, Superintendent
Emmett L. Terrell, Deputy Superintendent, Administrative Operations
Steve Horowitz, Assistant Superintendent, Personnel Services
Pamela J. Lopez, Assistant Superintendent & Chief Financial Officer, Business Services
Stephanie Baker, Chief Academic Officer, Instructional Services

OTHERS PRESENT

Karl N. Haws, Attorney, Mundell, Odum & Haws, LLP.

CLOSED SESSION ITEMS

1. Request for Student Expulsions
2. Public Employee: Discipline/Dismissal/Release
3. Conference with Legal Counsel – Existing Litigation pursuant to California Government Code Section 54956.9(a)
Name of Case: Watkins v. Pomona Unified School District
POMSC Case No.: KC 051830
4. Conference with Legal Counsel – Anticipated Litigation pursuant to California Government Code Section 54956.9(b) – 3 cases
5. Conference with Legal Counsel – Existing Litigation pursuant to California Government Code Section 54956.9(a)
Name of Case: Associated Pomona Teachers v. Board of Education
LASC Case No. BA119837
6. Conference with Labor Negotiator Pursuant to California Government Code section 54957.6 – Name of Agency Negotiator: Assistant Superintendent of Personnel Services – Name of Employee Organization: Associated Pomona Teachers, California School Employees Association, Chapter 14, and Pomona Administrators, Classified Management and Confidential Employees Association
7. Conference with Legal Counsel regarding legal advice and counsel related to the Proposed 9th Street Waste Transfer Station pursuant to California Government Code Section 54957.7

PUBLIC COMMENT ON CLOSED SESSION ITEMS: None

ADJOURN TO CLOSED SESSION: 5:32 p.m.

1 OPENING BUSINESS

Information: 1.01 Reconvene to Regular Session: 7:40 p.m.

Information: 1.02 Pledge of Allegiance

The Pledge of Allegiance was led by Cadet Lieutenant Colonel Bruce Martin and Cadet First Sergeant Jose Lopez from Pomona High School.

Information: 1.03 Action Taken in Closed Session: None

Information: 1.04 Superintendent's Comments - Corrections or Additions to the Agenda

Superintendent Martinez stated that there were no changes to the Agenda. He further stated that the District has met with APT and CSEA in negotiations to ensure the best education for our children while staying within our means. The District must reduce its budget by \$36 million. He urged the public to ask their legislators to support education.

The Superintendent stated that at this meeting a presentation would be made on the School Improvement Grant Program. This is an opportunity for the audience to share their thoughts with the Board.

At a Special Board Meeting on May 18, 2010 at 8:15 p.m., the Board will consider the approval of submission of the School Improvement Grant, layoffs, and presentations previously requested by the Board.

Information: 1.05 Associated Pomona Teachers Representative Comments

Tyra Weis, President, Associated Pomona Teachers, shared her thoughts on layoffs, the School Improvement Grant, and the First Street Waste Transfer Station.

Information: 1.06 California School Employees Association Representative Comments

Richard Valenzuela, President, California School Employees Association (CSEA), Chapter 14, and Phil Saavedra, Labor Relations Representative, shared their thoughts on negotiations.

The following Agenda Items were taken out of order.

Information: 2.05 Staff Reports

Dr. Enrique Medina presented certificates to the Board of Education in recognition of Adult Education's 75th anniversary. Representatives for Congresswoman Grace Napolitano and Assembly Member Norma Torres also presented certificates to the District.

Information: 2.06 Presentations

- Jane Taylor, Director of the Pomona YMCA, presented Championship Awards for the Basketball League to San Jose Elementary and Ranch Hills Elementary.

- Recognition of Volunteer Scott Willingham for Golden Springs Elementary School has been rescheduled to the June 30, 2010 Board Meeting.

- Miss Diamond Bar and her court presented a certificate thanking the District for its support. The Superintendent recognized Linda Headlee for her work with the Miss Diamond Bar Pageant.

Information: 1.07 Audience Comments

Tanya Santiago and Melvin Garcia, Pomona High School students, stated their support for music and band.

Parents Rosaura Jimenez Mireles and Mirella Elizarraras shared their concerns.

District employees Ann Marie Gariador and Nick Wojtowicz, spoke regarding layoffs.

2 INFORMATION ITEMS/PRESENTATIONS AND PROCLAMATIONS

Information: 2.01 Superintendent Oral Communications on Agenda Items: None

Action: 2.02 Request for Student Expulsions

The item was moved by Mrs. Konigar-Macklin, seconded by Mr. Rothman, and approved by a vote of 4-0-1 with Mr. Wong abstaining.

Case A, May 5, 2010: The Board of Education approved the following rehabilitation plan to be verified prior to readmission.

- That the student be expelled for the Spring and Fall semesters.
- That the expulsion of the student be held in abeyance in order to place the pupil in a district alternative program.
- That the educational placement of the student be at Community Day School.
- That the student and/or the student's parents participate in: Behavior Contract and Restitution (\$92.24).
- The student must maintain passing grades, good attendance, and good citizenship. The student is not to be on any other school campus without a parent/guardian during the expulsion period.
- That the student's readmission be reviewed by January 2011. Parent is to contact Pupil Resources for a review appointment.

Parents may appeal the Board's decision to the Los Angeles County Office of Education within 30 days from May 5, 2010.

Case B, May 5, 2010: The Board of Education approved the following rehabilitation plan to be verified prior to readmission.

- That the student be expelled for the Spring semester.
- That the expulsion of the student be held in abeyance in order to place the pupil in a district alternative program.
- That the educational placement of the student be at SEEO.

- That the student and/or the student's parents participate in: Behavior Contract, Family Counseling, Personal Counseling.
- The student must maintain passing grades, good attendance, and good citizenship. The student is not to be on any other school campus without a parent/guardian during the expulsion period.
- That the student's readmission be reviewed by June 2010. Parent is to contact Pupil Resources for a review appointment.

Parents may appeal the Board's decision to the Los Angeles County Office of Education within 30 days from May 5, 2010.

Case C, May 5, 2010: The Board of Education approved the following rehabilitation plan to be verified prior to readmission.

- That the student be expelled for one year from the Board's decision.
- That the expulsion of the student be held in abeyance in order to place the pupil in a district alternative program.
- That the educational placement of the student be at Community Day School.
- That the student and/or the student's parents participate in: Behavior Contract and Restitution (\$92.24).
- The student must maintain passing grades, good attendance, and good citizenship. The student is not to be on any other school campus without a parent/guardian during the expulsion period.
- That the student's readmission be reviewed by May 5, 2011. Parent is to contact Pupil Resources for a review appointment.

Parents may appeal the Board's decision to the Los Angeles County Office of Education within 30 days from May 5, 2010.

Case D, May 5, 2010: The Board of Education approved the following rehabilitation plan to be verified prior to readmission.

- That the student be expelled for one year from the Board's decision.
- That the expulsion be fully implemented due to the seriousness of the incident.
- That the educational placement of the student be at SEA Charter School.
- That the student and/or the student's parents participate in: Behavior Contract and Personal Counseling, and Restitution (\$92.24).
- The student must maintain passing grades, good attendance, and good citizenship. The student is not to be on any other school campus without a parent/guardian during the expulsion period.
- That the student's readmission be reviewed by May 5, 2011. Parent is to contact Pupil Resources for a review appointment.

Parents may appeal the Board's decision to the Los Angeles County Office of Education within 30 days from May 5, 2010.

Case E, May 5, 2010: The Board of Education approved the following rehabilitation plan to be verified prior to readmission.

- That the student be expelled for the Spring and Fall semesters.
- That the expulsion of the student be held in abeyance in order to place the pupil in a district alternative program.
- That the educational placement of the student be at Community Day School.
- That the student and/or the student's parents participate in: Behavior Contract, Family and Personal Counseling.
- The student must maintain passing grades, good attendance, and good

citizenship. The student is not to be on any other school campus without a parent/guardian during the expulsion period.

- That the student's readmission be reviewed by January 2011. Parent is to contact Pupil Resources for a review appointment.

Parents may appeal the Board's decision to the Los Angeles County Office of Education within 30 days from May 5, 2010.

Case F, May 5, 2010: The Board of Education approved the following rehabilitation plan to be verified prior to readmission.

- That the student be expelled for the Spring and Fall semesters.
- That the expulsion of the student be held in abeyance in order to place the pupil in a district alternative program.
- That the educational placement of the student be at SEEO.
- That the student and/or the student's parents participate in: Behavior Contract and Family Counseling.
- The student must maintain passing grades, good attendance, and good citizenship. The student is not to be on any other school campus without a parent/guardian during the expulsion period.
- That the student's readmission be reviewed by January 2011. Parent is to contact Pupil Resources for a review appointment.

Parents may appeal the Board's decision to the Los Angeles County Office of Education within 30 days from May 5, 2010.

Case G, May 5, 2010: The Board of Education approved the following rehabilitation plan to be verified prior to readmission.

- That the student be expelled for the Spring and Fall semesters.
- That the expulsion of the student be held in abeyance in order to place the pupil in a district alternative program.
- That the educational placement of the student be at Community Day School.
- That the student and/or the student's parents participate in: Behavior Contract, Family Counseling, and Random Searches.
- The student must maintain passing grades, good attendance, and good citizenship. The student is not to be on any other school campus without a parent/guardian during the expulsion period.
- That the student's readmission be reviewed by January 2011. Parent is to contact Pupil Resources for a review appointment.

Parents may appeal the Board's decision to the Los Angeles County Office of Education within 30 days from May 5, 2010.

Information: 2.03 Student Representative Comments

Sarah Jimenez, Student Representative, provided a brief report on high school activities.

Information: 2.04 Presentation Regarding the School Improvement Grant Program

Stephanie Baker, Chief Academic Officer, presented an overview of the School Improvement Grant Program.

Information: 2.05 Staff Reports (Presented in Section I – Opening Business)

Information: 2.06 Presentations (Some Sections Presented in Section I – Opening Business)

Presentation by Cluster 4 Principals: A video was presented highlighting the schools in Cluster 4.

Information: 2.07 Other Informational Items – Regional Occupational Program Report

Mr. Rodriguez reported on the Annual Student Recognition Ceremony where outstanding students were recognized with certificates, awards, and scholarships.

Action: 2.10 Approval of the Minutes for the Regular Board Meeting of April 14, 2010

The item as amended was moved by Mr. Konigar-Macklin, seconded by Dr. Perlman, and unanimously approved by members present.

3 CONSENT CALENDAR

Information: 3.01 Oral Communications on Consent Calendar Items Only

Ralph Valenzuela, a labor representative, spoke regarding a contracting issue.

Facilities Director Scott Stark and Mr. Haws explained District contracting procedures

Action: (Consent): 3.02 Consent Calendar

The Consent Calendar (Agenda Items 3-8) was moved by Mr. Rothman, seconded by Dr. Perlman, and unanimously approved by members present

Information: 3.03 Proclamation in Recognition of Day of the Teacher

Information: 3.04 Proclamation in Recognition of Classified School Employees Week

9 SPECIAL ACTION ITEMS

Information: 9.01 Oral Communications on Special Action Items Only: None

Action: 9.02 Report from Ad Hoc Committee Regarding Measure PS Citizens' Oversight Committee

The item was moved by Mrs. Konigar-Macklin, seconded by Dr. Perlman, and unanimously approved by members present.

Action: 9.03 Education Center (Board Meetings) Calendar 2010-2011

Mr. Wong proposed that the Board adopt the calendar with one Regular Board Meeting each month.

Dr. Perlman stated her preference for two Regular Board Meetings each month. She stated the importance of having all interested groups consulted

The item was moved by Mr. Wong, seconded by Mr. Rothman, and approved by a vote of 4-1 with Dr. Perlman opposed.

Action: 9.04 Resolution No. 21(2009-10) to Adopt Authorization to Sign Applications and Associated Documents in Support of Funding for Facilities Programs

The item was moved by Mr. Wong, seconded by Mrs. Konigar-Macklin, and unanimously approved by members present.

Mr. Wong proposed that Agenda Item 9.05 be moved to the end due to the number of interested speakers. It was agreed.

Action: 9.06 Adult & Career Education Mission Statement

Dr. Enrique Medina stated that Board approval of the Mission Statement is a WASC requirement for accreditation.

The item was moved by Dr. Perlman, seconded by Mr. Wong, and unanimously approved by members present.

Action: 9.05 Resolution No. 22 – Reduction of Classified Employee Services

District employees Daniel Royse and Charles Cogger spoke regarding layoffs.

Mrs. Konigar-Macklin stated the need to look at alternatives before approving the resolution. She moved that Agenda Item 9.05 be tabled.

The motion to table was moved by Mrs. Konigar-Macklin, seconded by Mr. Wong, and unanimously approved by members present.

10 OPEN ORAL COMMUNICATIONS

Information: 10.01 Audience Comments

April Boatner, a employee, suggested avenues to generate income for the District.

Information: 10.02 Board and Superintendent Oral Communications and Concluding Comments

Superintendent Martinez congratulated Village Academy on winning a video project award for "Best Stage Adaptation". Cortez Mathematics and Science Magnet School has been selected as a "California Distinguished School". Barfield Elementary School won an award in a Cal-Poly "Robotics Challenge". He also thanked everyone who participated in Pomona's "Beautification Day".

Dr. Perlman congratulated the Adult Education Department on its 75th anniversary of service to the community. She congratulated the YMCA on its outstanding sports program. She asked that staff look into the option of having a grant writer, possibly in partnership with the City of Pomona. Dr. Perlman also asked that Risk Management policies involving transportation be revisited. She praised District students who appeared before the Pomona City Council, as well as those students who viewed her demonstration at Garey High School.

Mrs. Konigar-Macklin expressed her desire that the District and bargaining units work collaboratively. She thanked Lorbeer and Palomares staff for their "Back to School" nights. Mrs. Konigar-Macklin recognized those teachers who are retiring, as well as the parents and students who completed a tour of historically Black colleges. She congratulated Barfield Elementary on academic improvement among its underserved

populations. Congratulations also went to Adult Education on its 75th anniversary, and on the "Grandparents Parenting" program. Mrs. Konigar-Macklin urged the community to support all the District's schools.

Mr. Wong explained the necessary work that consultants perform for the district. Some services, such as audits are mandated, while other consultants provide critical services. A significant number of consultants will be cut, but they comprise only 5% of the \$36 million that the District must eliminate. He asked the audience to speak to their bargaining units regarding areas that could be reduced. The Board is looking at every line item. "The last thing we want to do is affect our classroom and our kids."

Mr. Rothman thanked Barfield Elementary School and Lincoln Elementary School on the gardens they planted for "Pomona Beautification Day". He thanked everyone who participated. He also stated that we are all in this together.

Mr. Rodriguez wished everyone a happy "Cinco de Mayo".

12 NEXT BOARD MEETING: Special Board Meeting May 18, 2010, 8:15 p.m.

13 ADJOURNMENT: 10:00 p.m.


Secretary, Board of Education

Attested and Approved:


President, Board of Education

BOARD PRESENTATION
MAY 5, 2010

Emerson and Fremont Middle Schools and Pomona High School were recently identified among the 188 "persistently lowest achieving" schools in California. This was determined by the State's analysis of 5 years of API growth and the AYP average over 3 years.

The School Improvement Grant will fund those identified schools that demonstrate the greatest need and the strongest commitment to use the funds. The objective is to provide adequate resources in order to raise substantially the achievement of students to enable the schools to make adequate yearly progress and exit improvement status.

This district has been proactive in replacing principals and building systems in place to support and accelerate student achievement. With these funds, we will be able to build on what we have already begun. We will be able to strengthen and expand this implementation.

Emerson, Fremont, and Pomona are now eligible to apply for this federally-funded School Improvement Grant. If awarded, each school could receive \$50,000 to \$2 million per year for three years. The amount of funding depends on the intervention model selected and the strategies developed for each school.

The most critical elements of the 4 intervention models are:

1. **Closure** – the school is closed down and will not reopen.
2. **Restart** – the school becomes a charter under an outside provider.
3. **Transformation**
 - Principals who have been at sites for more than 2 years are replaced.
 - Learning time is increased.
 - New evaluation systems are put in place.
4. **Turnaround**
 - No more than 50% of staff are rehired.
 - Principals who have been at sites for more than 2 years are replaced.
 - Learning time is increased.

In addition, both the transformation and turnaround models require increasing teacher and school leader effectiveness through professional development and incentives; use of data to implement comprehensive instructional reform strategies; creating mechanisms for family and community engagement; and providing operational flexibility and sustained support.

Based on the model selected, and if funding is awarded, any staff changes, as well as increase in learning time must be in place by the start of the 2010-11 school year. The exception is the Closure model which allows a school to close by the end of the 2010-11 school year.

The specifics of the School Improvement Grant program and the persistently lowest achieving schools was one of the items for review and input at the April 19 District School Liaison Team or DSLT. The DSLT consists of administrator, teacher, and parent representatives from Emerson, Fremont and Pomona High, along with representatives from APT, parents from the District Advisory Council, and selected administrators from Instructional Services and other Program Improvement schools.

This information was also shared with the staff at each school. We have conducted a "Needs Analysis" of each school, including a review of recommendations from previously conducted instructional audits by Cambridge Education and UCLA School Management. The needs analysis included a review of student achievement and performance data, demographic and subgroup data, information on school climate, business and community partnerships, parent involvement, staffing, programs and strategies, instructional time, and professional development.

The assessments included data from school administrators, the District Advisory Committee, the School Site Council, the English Learner Advisory Committee, the District School Leadership Team, and the District English Learner Advisory Committee among others.

Should the grant application process move forward, we will hold presentations at each of the three schools so that our parents, community, and staff can receive information and provide additional input.

The application deadline for submission to the State Board of Education is June 1, 2010, and the state will announce funding by August 1, 2010. Approval of the final applications by our Board of Education must be received prior to the June 1st deadline.

**Minutes of the Special Meeting of the Board of Education
Pomona Unified School District
Education Center**

Thursday, May 20, 2010

6:00 p.m.

Call to Order

Richard L. Rodriguez, Board President, called the meeting to order at 6:28 p.m.

Members Present

Richard L. Rodriguez, President; Roberta A. Perlman, and Jason A. Rothman. Vice President Adrienne Konigar-Macklin and Andrew S. Wong joined the meeting at 6:55 p.m.

Administrative Staff Present

Richard Martinez, Superintendent
Emmett L. Terrell, Deputy Superintendent, Administrative Operations
Steve Horowitz, Assistant Superintendent, Personnel Services
Pamela J. Lopez, Assistant Superintendent & Chief Financial Officer, Business Services
Stephanie Baker, Chief Academic Officer, Instructional Services

Others Present

Karl N. Haws, Attorney, Mundell, Odum & Haws, LLP.
HMC

Closed Session

A. Announcement of Closed Session Items

1. Conference with Superintendent and Assistant Superintendent, Business Services, regarding legal issues related to various District properties or disputes pertaining to such properties.
2. Conference with Labor Negotiator Pursuant to California Government Code section 54957.6 - Name of Agency Negotiator: Assistant Superintendent of Personnel Services - Name of Employee Organization: Associated Pomona Teacher, California School Employees Association, Chapter 14, and Pomona Administrators, Classified Management and Confidential Employees Association
3. Conference with Legal Counsel pursuant to California Government Code subdivision (c) section 54956.9 regarding Potential Litigation - 3 cases
4. Conference with Legal Counsel - Existing Litigation pursuant to California Government Code Section 54956.9(a)
Name of Case: Associated Pomona Teachers v. Board of Education
LASC Case No. BS119837

5. Conference with Legal Counsel - Existing Litigation pursuant to California Government Code section 54956.9
Name of Parties: Seth Dallob Enterprises, LLC, dba Safari Athletic Club v. Pomona Unified School District - Los Angeles Superior Court KC048105
6. Public Employee Performance Evaluation Pursuant to Government Code Section 54957 Title of Position: Superintendent

B. Public Comments on Closed Session Items

Mr. Haws went to the Board Room and announced Closed Session. There were no comments.

C. Adjourn to Closed Session: 6:29 p.m.

1. Opening Business

7:30 p.m.

Information: 1.01 Reconvene to Open Session: 8:20 p.m.

Information: 1.02 Pledge of Allegiance

The Pledge of Allegiance was led by Morgan Brown.

Information: 1.03 Action Taken in Closed Session: None

Information: 1.04 Superintendent's Comments - Corrections or Additions to the Agenda

The Superintendent stated that there would be presentations on the School Improvement Grant, and on the Measure PS Management Plan.

Information: 1.05 Associated Pomona Teacher Representative Comments

Tyra Weis, APT President, discussed the School Improvement Grant.

Information: 1.06 California School Employees Association Representative Comments: None

2. Information Items/Presentations and Proclamations

Information: 2.01 Superintendent Oral Communications on Agenda Items

The Superintendent presented background on the School Improvement Grant noting that to apply for funding will accelerate the work already underway at Emerson and Fremont Middle Schools and at Pomona High School. The Transformational Model will be the model implemented at all three schools.

Information: 2.02 Staff Reports: None

3. Consent Calendar

Information: 3.01 Oral Communications on Consent Calendar Items Only: None

Action: 3.02 Facilities Usage: Diamond Bar Golf Course

The item was moved by Mrs. Konigar-Macklin, seconded by Mr. Rothman, and unanimously approved by members present.

Action: 3.03 Facilities Usage: Pomona Valley Mining Company

The item was moved by Mrs. Konigar-Macklin, seconded by Mr. Rothman, and unanimously approved by members present.

Action: 3.04 Facilities Usage: Northminster Presbyterian Church

The item was moved by Mrs. Konigar-Macklin, seconded by Mr. Rothman, and unanimously approved by members present.

9. SPECIAL ACTION ITEMS

Information: 9.01 Oral Communications on Special Action Items Only: None

Action: 9.02 Approve the Pomona Unified School District's Application(s) for the School Improvement Grant for Emerson Middle School, Fremont Middle School, and Pomona High School

Several teachers and parents discussed the School Improvement Grant.

Chief Academic Officer Stephanie Baker recommended approval to proceed with the application submission, in accordance with the executive summary and information the Board has received, and with the approval of the Superintendent.

The item was moved by Mr. Wong, seconded by Mr. Rothman, and unanimously approved by members present.

Action: 9.03 Discussion Regarding Implementation of the Measure PS Program Management Plan and Asset Management Plan

Mrs. Konigar-Macklin moved to table Item 9.03 to the June 9, 2010 Special Board Meeting.. Discussion ensued.

The motion was moved by Mrs. Konigar-Macklin, seconded by Mr. Rothman, and approved by a vote of 4-1 with Mr. Wong opposed.

10. Open Oral Communication

Information: 10.01 Audience Comments

A number of speakers discussed the importance of childhood education.

A parent shared her concerns.

The Superintendent and the Board discussed the importance of equality for all.

Information: 10.02 Board and Superintendent Oral Communications

The Superintendent stated his belief that existing concerns involving negotiations can be resolved. He thanked the speakers for sharing their thoughts.

Dr. Perlman stated her support for early childhood education.

Mr. Rothman requested an update in Closed Session on the Early Headstart program.

Mrs. Konigar-Macklin encouraged everyone to work together and thanked her colleagues for a successful meeting.

Mr. Wong suggested that in future, Closed Session be continued after Open Session in order to keep meetings on schedule. He asked that staff look into rescheduling the June 30, 2010 Board Meeting.

12. Adjournment: 10:12 p.m.


Secretary, Board of Education

Attested and Approved:


President, Board of Education

5-20-10

OPEN SESSION

Emerson and Fremont Middle Schools and Pomona High School were recently identified among the "persistently lowest achieving" schools in California as determined by the State's analysis of 5 years of API growth and the AYP average over 3 years.

The School Improvement Grant will fund those schools that demonstrate the greatest need and the strongest commitment to use the funds. The objective is to provide adequate resources in order to substantially raise the achievement of students, and to enable the schools to make Adequate Yearly Progress (AYP) and exit improvement status.

We are requesting almost \$2 million per school per year for three years. The state will determine the amount of funding depending on the intervention model selected and the strategies developed for each school.

The most critical elements of the 4 intervention models are:

1. **Closure**
2. **Restart**
3. **Turnaround**
4. **Transformation**

As directed by the Superintendent, we focused on the transformation model. Key elements of this model include an increase in learning time, a new evaluation system focusing on student achievement, increased professional development, teacher incentives, use of data to implement instructional strategies, increased family and community engagement, operational flexibility and sustained support.

A Needs Analysis was conducted for each school involving representative parents, teachers, administrators, and union leadership, and including academic and socioeconomic data from such sources as Cambridge Education, Pivot, and UCLA.

While each school had its unique needs, a number of common needs appeared such as differentiated instruction, teacher groups to review student work and plan effective re-teaching, professional development, an enhanced school climate, and stronger family and community partnerships.

As part of our strategy with our teachers and leaders, we will collaborate with our teachers' union leadership to revise our evaluation systems to include student growth as a significant factor, identify and reward staff, and increase learning time. We will also create teacher leadership positions such as Teaching Teacher Specialists, and Academic Coaches.

Instructional support strategies will include continuous use of data, and each school will set annual goals for student achievement and will be held accountable.

Time and support strategies will increase learning time through block scheduling, an extended day, and extended teacher professional development time. Our teachers will be paid for extra time. We anticipate each teacher could earn over \$5,000 more per year by participating in this program.

Community and family engagement will be supported through such programs as Parent Education Classes, the Parent Institute for Quality Education, and the AVID program.

Our governance strategy will create a District Transformation Office to provide each school with operating flexibility, technical assistance, and to align resources such as Cambridge Education and Pivot Learning.

In three years we expect to sustain student achievement through increased staff capacity, professional development, and by using these three schools as teaching models for our District.

The application is due June 1, 2010.

This grant aligns with the District's Six Essentials of aligning resources to provide responsive instruction and professional development, to examine student work and data, and to share leadership. If successful, this grant will allow us to accelerate and deepen work that we are already doing.

If we want to provide our parents with the best options in their neighborhood schools, we must act on what we believe is the best outcome for our students.

In my role as Chief Academic Officer, it is my responsibility to evaluate, assess, and provide focus on those areas and initiatives that I believe will make us better. Based on the Needs Analysis and the proposed grant activities, this has my recommendation.

So tonight we are asking for your approval of the application in accordance with the Executive Summary and other information that you have received and has been described and per final approval of the Superintendent.



**POMONA UNIFIED SCHOOL DISTRICT
 INSTRUCTIONAL SERVICES DIVISION**

**SCHOOL IMPROVEMENT GRANT
 EXECUTIVE SUMMARY
 MAY 20, 2010**



The identification of Emerson and Fremont Middle Schools and Pomona High School as "persistently lowest achieving schools" is based on the State's data analysis of 5 years of API growth and the AYP average over 3 years.

SCHOOL	EMERSON MIDDLE	FREMONT MIDDLE	POMONA HIGH
2008-09 API	640 API	635 API	644 API
5 YEAR API GROWTH	17 points	17 points	42 points
3 YEAR AYP AVERAGE PROFICIENT & ADVANCED	21.7%	22.1%	37.3%

The School Improvement Grant will fund those schools that demonstrate the greatest need and the strongest commitment to use the funds. The objective is to provide adequate resources in order to substantially raise the achievement of students, and to enable the schools to make Adequate Yearly Progress (AYP) and exit improvement status.

Pomona Unified's grant application requests approximately \$2 million for each school for three years and selects "Transformation" as the intervention model. The activities noted in the application respond to each of the areas of transformation and include: increased professional development; teacher incentives; implementation of new teacher and administrator evaluation systems that use student growth as a significant factor; use of data to implement comprehensive instructional strategies; increased family and community engagement; and providing operational flexibility and sustained support.

Needs Analysis

A "Needs Analysis" was conducted for each school. In this process, District staff engaged with representative parents, teachers, administrators, and union leadership to review academic and socio-economic data, as well as school assessments and findings from educational organizations including Cambridge Education, Pivot Learning Partners, and UCLA School Management Team.

While each school had its own unique needs, the following common areas for school improvement emerged and are addressed in the grant application:

- Differentiate instruction daily to accelerate student progress.
- Review student work regularly in collaborative teacher groups to assess mastery and to plan for effective re-teaching.
- Professional Development regarding differentiated instruction, data use, increased student engagement, checking for understanding, expository writing, strategies for all students - including English Learners, students with IEPs and struggling students.

- Enhance school climate and culture.
- Strengthen family and community partnerships.

Examples of individual needs are Emerson Middle School's focus on quality of learning and re-teaching; Fremont Middle School's plan to expand student ownership using rubrics, exemplars and peer and self-assessment to show students how to improve; and Pomona High's plan for a school-wide writing program across all disciplines with a focus on rigor and relevance to each content.

Selection of Intervention Model

After reviewing the analysis, the transformation model was selected for all three schools. The transformation model allows each school to leverage, deepen, and accelerate the student achievement work that has already begun. It is an effective model to increase teacher effectiveness, accountability, and incentives. It supports and strengthens the district's action plan of the "Six Essentials" and focuses on English Learners, Response to Intervention, and Literacy.

Developing and Increasing Teacher and School Leader Effectiveness

As part of our strategy with our teachers and leaders, we will collaborate with our teachers' union leadership to revise our evaluation systems to include student growth as a significant factor, identify and reward staff, and increase learning time. The three principals have been at their schools less than two years and will remain to expand the work already begun. The teacher leadership positions will be created as an incentive to recruit, place and retain staff: Teaching Teacher Specialists, one per grade level and course; and Academic Coach, one per content area.

Comprehensive Instructional Reform Strategies

Instructional support strategies include continuous use of data such as attendance, District Wide Assessments, CSTs, CAHSEE, API, AYP, and the Balanced Scorecard. Data will inform and differentiate instruction. Job-embedded professional development such as collaboration time and training will be used to build capacity and support staff. Each school will set annual goals for student achievement and will be held accountable.

Pomona Unified's Challenging, Annual School Goals for Student Achievement

Each school will be measured on these annual goals based on our Balanced Scorecard:

- Meet or exceed AYP targets.
- Meet or exceed API targets.
- Over 5 years, consistently maintain 50 or more API growth points.
- Increase by 2% the mean % of objectives mastered on the District-Wide Benchmarks.
- The English Learner subgroup will meet AMO and API targets.
- Increase by 2% the CAHSEE grade 10 pass rate.
- Increase by 5% the Advanced/Proficient scoring on AMOs in ELA and math.
- Decrease by 5% the Far Below Basic scoring on AMOs in ELA and math.
- 85% of entering 9th grade students will be promoted to 10th grade with 50 credits or above at the end of summer school (high school only).

Increasing Learning Time and Creating Community-Oriented Schools

Time and support strategies will increase learning time through block scheduling, an extended day (e.g. Emerson from 2:15 to 3:00, zero and seventh period offerings) and extended teacher professional development time of which all teachers are expected and compensated to attend. There will be community and family engagement through meetings and programs, such as Parent Education Classes, the Parent Institute for Quality Education, Career Day, AVID Nights, ROP internships, and guest speakers at the Parent Volunteer Center. The Student Support Intervention Program will offer support and resources to students and families.

Funding

The requested amounts will be used to fund the leadership positions (Teacher Teaching Specialists and Academic Coaches, Student Support Intervention Program staff, Transformation Office staff); extra pay for all teachers for extended day and professional learning and collaboration time; incentives and other teacher rewards; parent and community involvement; and other instructional needs.

Operational Flexibility and Sustained Support

Our governance strategy will create a "District Transformation Office" to provide each school with operating flexibility, technical assistance, and to address practices or policies requiring modification, such as bell schedules and teacher evaluations. Additionally, we will align resources such as Cambridge Education, Pivot Learning Partners, and the UCLA Walk Through process to support the transformation model.

In three years, we expect to sustain this student achievement through increased staff capacity, professional development, and by using these three schools as teaching models for our District.

The grant application includes signatures from parent, teacher, administration, and school site and union representatives who have indicated their support or non-support for participation in the grant. The application deadline for submission to the State Board of Education is June 1, 2010. The state will announce funding by August 1, 2010. Approval of the application by the Board of Education must be received prior to the June 1, 2010 deadline.

**DBAC/DAC LEADERSHIP
APRIL 30, 2010 MINUTES**

Attendees:

Administrators: Stephanie Baker, Zoila Monette,

District Bilingual Advisory Committee (DBAC):

Maria Garcia, President; Gloria Diaz, Vice-President; Angeles Arredondo, Secretary I; Alicia Castillo, Secretary II

District Advisory Council, Title I (DAC: Title I):

Alicia Castillo, Vice-President; Adriana De Milian, Secretary I

An overview of the School Improvement Grant was presented.

Parents did not support School Closure as an option.

Transformation is a better model.

- Allows schools to continue what has been started.
- Will benefit our schools and our city.
- More instructional time during the day rather than summer requirements (students don't like it. Should be only for neediest students.)

Parent Comments on Teacher Evaluations

- Teachers should be evaluated and good teachers should be rewarded.
- Will there be bonuses?
- The union should allow incentives for good teachers. Schools should be able to fire workers who do not do what they should to grow student achievement.
- How will principals be evaluated?

Schools must improve.

- Difficult decisions, lots of work.
- Improve quality and achievement for students.
- Better to take a risk of applying for SIG than to pass on the money.



Pomona Unified School District
Division of Instructional Services

Emerson Middle School
School Improvement Grant (SIG)
Community Meeting

Wednesday, May 12, 2010

Questions received from members of the community at Emerson Middle School on May 12, 2010 included the following:

- How will PUSD work with the community to improve student athletics for after-school sports programs?
- Will the following changes take place?
 - Increased amount of class time for each period?
 - Additional workshops for students that would motivate them not to drop out and that would encourage them to graduate to be better people?
 - Increased security on campus, mainly to keep drugs off campus?
 - Provide a class for students that focuses on the danger of drug use and how it would affect their overall achievement in school?
- Will the incoming 6th grade parents be told about Emerson's Persistently Low Achieving School (PLAS) status?
- Are you including students in this conversation?
- How could we even talk about implementing strategies to recruit, place and retain staff at a time when 212 teachers are waiting until Tuesday to see if they are laid off?
- What is an example or two of "providing schools the flexibility to implement reform?" (FYI only – "Staff" would not be consulted to implement a new evaluation system. It would be the union who represents teachers.)
- Weed and Seed North provided surveillance cameras to Emerson. Did this improve the theft and graffiti situation at this site?
- Do you know if all the teachers want to work more with the students to make sure they learn? Will the principal be able to change personnel if she thinks it is necessary?
- Why can't we have school uniforms?
- Could we have new workshops for students to motivate them not to abandon school?
- Could we have more period time per class?
- How does this apply to the PLAS schools?

**ATTACHMENT 2
EMERSON MIDDLE SCHOOL
COMMUNITY MEETING MINUTES
MAY 12, 2010
Page 2 of 2**

Emerson

The changes would we like would be:

1. Increasing the amount of class time for each period.
2. More workshops for students that would motivate them not to drop out and that would encourage them to graduate to be better people.
3. Increase security on campus mainly to keep drugs off campus.
4. A class for students that focuses on the danger of drug use and how it would effect their overall achievement in school.

ATTACHMENT 2
FREMONT MIDDLE SCHOOL
COMMUNITY MEETING MINUTES
MAY 13, 2010
Page 1 of 1

SIG
Fremont Parent/Community Suggestions/Recommendations
May 13, 2010 5 p.m.- 7 p.m.

1. Tutoring class should be mandatory
 - A. We need more teachers
 - B. Need new lockers that are strong
2. Tutoring should be mandatory and not voluntary
3. We should develop new strategies to bring parents to all of our meetings
 - A. Summer school should be mandatory
4. As parents we should pressure our students to do better at school. We should support them with their homework, attendance, and school supplies
5. We need a parent center and SAP services back to Fremont
6. Tutoring should be mandatory and not voluntary
7. Parent meetings should be mandatory
8. My children should get tutoring after school
9. We need new lockers and summer school classes
- 10.

ATTACHMENT 2
FREMONT MIDDLE SCHOOL
STAFF MEETING MINUTES
MAY 13, 2010
Page 1 of 4

SIG

Fremont Teachers/Leadership Team Suggestions/Recommendations
May 13, 2010 1:30 p.m. to 3:00 p.m.

1. Meeting Called to Order on May 13, 2010 at 1:45 p.m.
2. Mrs. Harper suggested that all members sign-in and that they take a moment to review the needs spreadsheet that included data about Fremont as well as suggestions/recommendations from outside entities who have visited Fremont and reviewed Fremont's program since October 2008. Mrs. Harper asked all participants to review the information with an eye toward identifying needs that we need to address whether than identifying items that are no longer applicable to Fremont's program.
3. Following the review time, participants made the following comments/recommendations:

Participant	Comment/Recommendation
Sandra Mendoza, Teacher on Assignment	We have a need for the "in-between," proactive part of school climate and student behavior. Our counselors are overwhelmed so that they are not able to supply the proactive rather than reactive component of addressing student behavior. We need something to support students and provide proactive intervention.
Cheryl Gipson, Math Teacher and Student Leadership Director	<ul style="list-style-type: none"> o The grading protocols should be schoolwide so that if students shift between teachers or teams, the move is seamless. o We also need to be able to adjust the pacing guide to accommodate student needs; not just getting through or covering the standards. o We need to do something about attendance and tardies. o By losing the SAP program and the OC program this year, we lost intervention services for students.
Esmelda Gonzalez, Counselor	Ditto on the need to provide preventive/proactive services for students on the social-emotional areas.
Marjorie Mirabella, Categorical Resource Teacher	<ul style="list-style-type: none"> o We need to bring back the parent center, add more parenting classes, have more parent volunteers in classes. o We also need to reinstate the parent liaison position.
Deena Ashford, Teacher on Assignment	<ul style="list-style-type: none"> o Teacher absences are high o Our school mobility rate is high, although there may not be a lot that we can do about disenrollment due to families losing their jobs and their homes.
Elizabeth Harper, Principal	<ul style="list-style-type: none"> o Our mobility rate is high and we should take a look at the number of our students in foster placement as well as tardies data.
Jackie Cammon, PLTW Teacher	<ul style="list-style-type: none"> o We need to focus on helping students work together in cross-cultural environments so that they learn to accept each other regardless of background.
Cheryl Gipson,	<ul style="list-style-type: none"> o We need to work with our business partners to be clear about the support

ATTACHMENT 2
FREMONT MIDDLE SCHOOL
STAFF MEETING MINUTES
MAY 13, 2010
Page 2 of 4

Math Teacher and Student Leadership Director	<p>and connections we want with them. Support may not be only monetary, but can include visiting classrooms, helping with projects and mentoring.</p> <ul style="list-style-type: none"> ○ We also need the full-training on Project-Based Learning along with on-going support. The 3 days we had last summer with Ralph and Lance were not enough and we received no on-going training support. We just had to work out our own questions.
Ben Segura, Assistant Principal	<ul style="list-style-type: none"> ○ We need data in order to identify early students at risk and in need of intervention and take action quickly.
Elizabeth Harper, Principal	<ul style="list-style-type: none"> ○ We have a report from the Bill and Melinda Gates Foundation that includes information about early identification of students who need help. I will print it for anyone who wants it, but it is too big to e-mail.
Sue Peterson, Special Ed Teacher	<ul style="list-style-type: none"> ○ I think we need to buy the PRIMM manual for all teachers.
Sandra Mendoza, Teacher on Assignment	<ul style="list-style-type: none"> ○ Yes, we need the PRIMM. The few pages that I shared were just the beginning. Teachers could use the entire manual.
Marjorie Mirabella, Categorical Resource Teacher	<ul style="list-style-type: none"> ○ With 11% of our students in special education, we really need to address the social/emotional and academic support for students with different needs.
Sandra Mendoza, Teacher on Assignment	<ul style="list-style-type: none"> ○ We can take a cue from the elementary schools how to work with students flexibly and to use time more flexibly.
Jackie Cammon, PLTW Teacher	<ul style="list-style-type: none"> ○ Perhaps the SIG grant would provide us the opportunity and means to reduce class size, especially for students who need extra help.
Cheryl Gipson, Math Teacher and Student Leadership Director	<ul style="list-style-type: none"> ○ We need to help students be engaged in their own learning and have them hope that education will take them somewhere.
Eddie von Neumann, Science Teacher	<ul style="list-style-type: none"> ○ We need to help students take train rides, create infomercials, create vignettes made by students, including college students and high school students who are former Fremont students. ○ With peers and college students, our students hang on every word. They can even have a class on photo-journalism.
Elizabeth Harper, Principal	<ul style="list-style-type: none"> ○ The college students in the GEAR-UP program have helped impact our students this year. Since this year was the first year, we had some growing pains, but we hope to have some GEAR-UP services for our 9th graders next year. I will have to check with Pam Taylor from UCR.
Tom Carrillo, Special Ed Teacher	<ul style="list-style-type: none"> ○ We need to have a way to provide extra time for students who need extra support. As it is, when only ½ the class is getting it, it is hard to advance the ½ that has it and support the ½ that doesn't have it. ○ We used to split the 1 year of algebra into 2 years. Have we thought about doing that again?
Cheryl Gipson, Math Teacher and Student Leadership	<ul style="list-style-type: none"> ○ In the math leaders PLC, we are talking about an algebra readiness class for 8th graders that would be a bridge to algebra for those students who are behind in math facts. There is no course title yet, but we are going to

ATTACHMENT 2
FREMONT MIDDLE SCHOOL
STAFF MEETING MINUTES
MAY 13, 2010
Page 3 of 4

Director	talk about the class more with Diane.
Elizabeth Harper, Principal	o Maybe I can check with the DCC and with Mel Young to see what exists or is in development.
Deena Ashford, Teacher on Assignment	o We need an in-school suspension program again.
Eddie von Neumann, Science Teacher	o We need to make sure that we maintain consistency and persistence. We keep changing everything. We need to pick our systems and stick to it.
Jackie Cammon, PLTW Teacher	o We need a stronger intramural program to help students stay interested and engaged.
Eddie von Neumann, Science Teacher	o Maybe we can include skateboarding in our intramural program.
Deena Ashford, Teacher on Assignment	o We need to include other activities and interests to keep students interested and engaged.
Cheryl Gipson, Math Teacher and Student Leadership Director	o Our student leadership program has already generated a lot of ideas for activities to help students stay engaged.
Tommie Carrillo, Special Ed Teacher	o We used to have the peer counseling class with Mike Russo. When we had this program. We had fewer issues. Students were really involved and even helped with tutoring for elementary students. They had T-shirts and jackets and were identified as making a difference.
Cheryl Gipson, Math Teacher and Student Leadership Director	o We still have the peer counseling class (about 10 students), but the students are mostly interested in working one-on-one. They do not want to work with groups with other students.
Eddie von Neumann, Science Teacher	o We need to make sure that students are organized with their binders and a description of what they need to do to be successful.

4. Mrs. Harper asked teachers to review the agenda and the bullet points, to see if there were any needs or suggestions that had been discussed that were not reflected in the bullet points.
5. Teachers said that they believe that their ideas and recommendations were included in the bullet points on the agenda as follows:
 - Instructional model based on student needs:
 - o Differentiate instruction daily to accelerate student progress
 - o Review student work regularly in collaborative teacher groups to assess mastery and to plan for effective re-teaching
 - o Expand student ownership using rubrics, exemplars and peer and self-assessment to show students how to improve
 - o Inquiry creating higher analytical/application questions on a daily basis in every classroom

ATTACHMENT 2
FREMONT MIDDLE SCHOOL
STAFF MEETING MINUTES
MAY 13, 2010
Page 4 of 4

- Culturally relevant materials and strategies
 - Professional Development re: differentiated instruction, data use, increased student engagement, checking for understanding, expository writing across the curriculum, strategies for all students– including English Learners, students with IEPs and struggling students
 - Enhance school climate and culture
 - Strengthen family and community partnerships
 - Professional Development to build and support staff:
 - Collaboration time
 - Training
 - Continuous use of data to inform and differentiate instruction.
 - Common formative assessments discussed during PLC time
 - Increase learning time.
 - Block Scheduling
 - Extended day (0 or 7th period for students)
 - Extended school year (mandatory summer school)
 - Provide school with operating flexibility to implement reform
 - District support
 - Ensure ongoing technical assistance
 - District “Turnaround Office”
6. Tyra Weiss, Associated Pomona Teachers president, told teachers that in addition to the bulleted points on the agenda, there are other items which the SIG would include that would impact teachers:
- Work with staff/union to implement new evaluation system using student growth as significant factor
 - Identify and reward staff who increase student achievement.
Remove those who do not.
 - High Teacher Attendance
 - Participate and lead staff development
 - Leadership Positions
 - Implement strategies to recruit, place and retain staff.
7. After Mrs. Harper asked for additional comments or suggestions and there were no additional comments, meeting was adjourned at 3:10 p.m.

Fremont Middle School

DSLTT Agenda

Wednesday, May 13, 2010
Library

"The secret to success in life is to be ready for opportunity when it comes"
-Anon.

1. School Improvement Grant Planning:

- Instructional model based on student needs:
 - Differentiate instruction daily to accelerate student progress
 - Review student work regularly in collaborative teacher groups to assess mastery and to plan for effective re-teaching
 - Expand student ownership using rubrics, exemplars and peer and self-assessment to show students how to improve
 - Inquiry creating higher analytical/application questions on a daily basis in every classroom
 - Culturally relevant materials and strategies
 - Professional Development re: differentiated instruction, data use, increased student engagement, checking for understanding, expository writing across the curriculum, strategies for all students— including English Learners, students with IEPs and struggling students
 - Enhance school climate and culture
 - Strengthen family and community partnerships
- Professional Development to build and support staff:
 - Collaboration time
 - Training
- Continuous use of data to inform and differentiate instruction.
 - Common formative assessments discussed during PLC time
- Increase learning time.
 - Block Scheduling
 - Extended day (0 or 7th period for students)
 - Extended school year (mandatory summer school)
- Provide school with operating flexibility to implement reform
 - District support
- Ensure ongoing technical assistance
 - District "Turnaround Office"

FREMONT MIDDLE SCHOOL
An Academy of Engineering and Design

Minutes of the Title I Meeting

Wednesday, May 19, 2010

I. OPENING

- Welcome/Introductions: The session opened at 8:38 a.m.
- Pledge of Allegiance – English/Spanish
- Opening motion
 - 1st motion: Ana Lopez
 - 2nd motion: Bertha Jauregui
 - All were in favor
- Roll call: List attached
- New members and motion to accept them as Title I members:
Sandra Valencia, Elvira Granados.
 - 1st motion: Maria Solis
 - 2nd motion: Hortencia Gonzalez
 - All were in favor

II. MINUTES

- Minutes of the last meeting were read and a motion was done to accept them as presented.
 - 1st motion: Zoila de Leon
 - 2nd motion: Esthela Lopez
 - All were in favor

III. OLD BUSINESS

Distribution of copies of the revised Title I By-Laws.
Distribution of copies of the revised Parent Participation Policy.

IV. NEW BUSINESS

DAC Report – Mrs. Olaguez said that the Parent Participation Policy was revised at the district's DAC meeting in March. She asked the parents to spread the word about the importance of parent participation at all school events. This is key to make a change in our students. Mrs. Olaguez also suggested that the parents always praise their children and have open conversations with them at home. This helps them motivate their children to reach success. She also asked the parents to participate in the Census 2010 to receive more support in our community. Mrs. Olaguez talked about the importance of turning in all textbooks to the Library so that they don't get charged for books not returned. Mr. Ruiz shared information on various events happening in Pomona. He also thanked everyone for being supportive during his 2 years as Fremont's BAC Representative. He invited the parents to participate and commit themselves to take over the position for next year.

Accomplishments – Parent participation increased. Parents got involved in different committees formed to work on the transformation to become an Academy. These committees were: School Climate Committee, Bell Schedule Committee, and DSLT Committee.

ATTACHMENT 2
FREMONT MIDDLE SCHOOL
TITLE I MEETING MINUTES
MAY 1, 2010
Page 2 of 2

School Improvement Grant (SIG) – Mrs. Harper used a SIG power point presentation to explain to the parents the federal government grant that will provide funding to assist those schools that are identified among the lowest 5% persistently lowest achieving schools. Fremont, Emerson and Pomona High are the 3 identified schools in PUSD. Participation in this Grant requires that Fremont apply, select an intervention model, and develop a plan. Mrs. Harper explained to the parents that during previous meetings with Fremont staff, parents, students, administrators and district's personnel, utilizing Fremont researched data, they came up with a needs analysis that she shared with the parents giving detailed explanation of it. Dateline to submit application is June 1, 2010. Parents unanimously approved the proposal to apply for the SIG grant.

V. ANNOUNCEMENTS/COMMENTS

Mrs. Harper informed the parents that Summer School will be offered to 8th graders going to 9th. Classes offered: Algebra 1, P.E., and Health/Tech Proficiency. Students will get 10 credits towards their high school credits.

- **Parent Workshops** - Every Monday at 8:30 a.m. in C-5
- **AVID Night** – Wednesday, May 19th in the cafeteria at 5:30 pm
- **Staff Development Day** – Tuesday, May 25, 2010, no school
- **Memorial Day** – Monday, May 31, 2010
- **Last Day of School** – Wednesday, June 23, 2010

VI. ADJOURNMENT

- Motion to close the session at 10:35 a.m.
 - 1st motion: Manuela Olaguez
 - 2nd motion: Margarita Esparza
 - All were in favor

Respectfully submitted, Miriam Nunez



POMONA HIGH SCHOOL

5-17-10

Letter was mailed to all households inviting to attend the SIG meeting. A phone call was also made to every household inviting parents/students to attend

SIG Parent meeting agenda:

- Review PHS data
- Share the SIG 4 models and discuss the transformation model
- Ask questions and provide input

Minutes

Parents reviewed the data, selection criteria, and 4 models with the SIG. Discussion was based around the transformation model as the model of choice by PUSD board.

All parents were interested in pursuing the grant for the benefit of students

ATTACHMENT 2
POMONA HIGH SCHOOL
PARENT MEETING MINUTES
MAY 17, 2010
Page 1 of 1

Pomona Unified School District
Division of Instructional Services
Pomona High School
SIG Parent/Community Meeting
May 17, 2010

PARENT QUESTIONS:

1. How can we extend learning time so students can take electives and athletics?
2. Will we have problems keeping good teachers at Pomona High School due to evaluations being linked to student achievement? Would monetary incentives be enough?
3. What must be in place by the first day of school?
 - a. Principal/Staff replacement
 - b. Extended learning time
4. If we take the money, would we have to fire the principal? No (2 years or less)
5. If we apply, are we assured of getting the grant? (Not *if* we are, but how much we are funded.)
6. After one year, can the grant be adjusted? (yes)
7. Are we raising graduation credits? (no)

COMMENTS:

Our children are our priority.

Parents and teachers need to work together to enhance student achievement.

Evaluation is one significant factor of the grant – a test score cannot have total weight,

APT would not agree to this.

Evaluation system for principals and CAO.

Add to Powerpoint:

CONS: Recruiting and retaining good teachers based upon the evaluation system that is tied to student achievement.

PROS: Strengthen community and parent partnership:

ADD: SAP

Peer Counseling



POMONA HIGH SCHOOL

PHS Faculty Input/Concerns 5-17-10

- Concern was raised about previous grant (lamp) not going the way it was presented?
- What if we go three years and the student achievement does not improve?
- How much autonomy will we be provided and how can district support structure help
 - Drug Policy
 - Credit and Attendance Policy
- Integrity of Programs
- AVID selection criteria and what factors go into it
- GATE and Honors district programs
- What will coaching look like? What is the plan in what they may be looking for?
- We all want the same thing, for students to be successful
- The one thing I do...vs What we all do...
- Additional SLC's—CSI, Political Science/Law
- English/Math bear the burden of accountability and SS and Science. What about elective teachers?
- One of the biggest issues is the social factors students have away from school
- Merit Pay
 - Honors and Non Honors
 - Sped and Gen Ed
- How will we get to the 300 Hours?



POMONA HIGH SCHOOL

PHS Leadership Team Agenda 5-19-10

Regardless of a grant or not, we have discussed these and must continue to evaluate, improve and research our approach.

Resilience with urban high school students

1. High expectations, rigorous and relevant coursework
2. Supportive relationships
3. Positive adult and peer interactions
4. Academic success

“What is more important, teaching your content? Or teaching strategies to access your content? Students have the capacity, but many lack the strategy.”

A focus on literacy:

Writing in all content levels

Inquiry with appropriate levels of questions, scaffold/front load vocabulary

Collaborative projects, thematic lessons, provide opportunities for students to express their thought process in verbal and written form

Reading appropriate level text and culturally relevant materials

Staff Concerns:

- Cores are accountable, what about electives? We all want students to be successful
- How much autonomy will we be provided
 - How will policies support achievement
- Social Factors have major impact Merit Pay? Evaluations on student achievement?
- Re teach and reassess immediately What do we do when students do not learn?
- What about the block schedule? Fidelity to programs and extracurricular?
- Explicit focus must be made to build trust? “Look in the mirror, not out a window”

What are our next steps?

4 days per week...possible bell schedule...need to add 300 hours of increased learning

Period 1 & 2	6:50 – 7:55
NUTRITION	8:00 – 10:02*
Period 3 & 4	10:02 – 10:12
LUNCH	10:18 – 12:22*
Period 5 & 6	12:22 – 12:52
	12:58 – 3:00*

*The last 20 minutes of each period are designated for Embedded Support.

ATTACHMENT 2
POMONA HIGH SCHOOL
ENGLISH DEPARTMENT MEETING MINUTES
MAY 21, 2010
Page 1 of 1

Pomona Unified School District
Division of Instructional Services

Pomona High School
School Improvement Grant Meeting

May 21, 2010

Attendees: English Department teachers (approx. 15) plus principal

The following comments and concerns regarding the School Improvement Grant were received from staff at Pomona High School:

- Surprise at now moving forward
- More information needed
- Concern about teacher evaluations.
- Lack of collaboration from the district office
- Concern about autonomy and flexibility
- Concern about the social/emotional/behavioral needs of students
- Bureaucracy
- Concern about the dissemination of information between Instructional Services and sites/departments
- Timeliness ... it's too much too soon for the teachers
- Student voice needs to be heard

ATTACHMENT 2
POMONA HIGH SCHOOL
HOUSE OF REPRESENTATIVES MEETING MINUTES
MAY 26, 2010
Page 1 of 2



POMONA HIGH SCHOOL

House of Representatives Meeting 5-26-10
47 students attended the meeting from various grade levels.

Agenda:

- Review the SIG already Presented
- Transformation Model increased learning time
- Review of what students said in spring 2008
 - What will help you learn better at PHS while in various classes
 - 1. Relevant Coursework
 - 2. Collaboration
 - 3. Dynamic Classrooms
- How will we increase learning time?
- When students don't complete homework, what is the reason?
- What would increase homework completion and learning at PHS?

Meeting Notes

- Students remembers the SIG presentation from 1 ½ months ago. Informed them the school board voted to move ahead with transformation model approach
- Discussion of what students said initially, in meeting with Principal in spring of 2008. Most 11/12th grade students acknowledged there has been an improvement in the areas of, relevant coursework, student collaboration, and dynamic classrooms. They would like to see a further improvement in these areas
- Teachers stated only 20-30% of student complete their homework. The question was asked why? Students formed groups of 3-7 to list 3 reasons why and rank them. Each group shared their top 2 rankings
 - When class is over, they forget about it until the next day (5 groups)
 - Not meaningful or relevant (4 groups)
 - Lazy (3 groups)
 - No help at home (2 groups)
 - Busy work (2 groups)
 - Too much
 - Tired
 - Boring
- When asked, "What can we do to increase the level of homework completion at PHS?"
 - Create Block Periods (2 groups)
 - Create routines for homework (i.e. certain contents on certain days to turn in only) (2 groups)



POMONA HIGH SCHOOL

- Provide assignment choices—I want you to demonstrate this knowledge, and here is how you can do it...
- Use the 20 minutes already in the day to complete homework instead of reading
- Create incentives
- Assign homework that is meaningful

Students were then presented with increasing the learning time:

1. Block scheduling
2. Change a literacy time to a study hall or homework completion within the school day
3. Use a combination of block scheduling and homework completion time

Students were asked to stand in the corner for which they would like to do for next year

41 students went to the block scheduling corner

3 went to homework completion within the school day

3 went to the hybrid of block/homework completion

I asked them to share the information with their 2nd period class Thursday.

Pomona Unified School District
Division of Instructional Services
April 21, 2010
District School Liaison Team (DSLTL) Meeting

ATTACHMENT 3
DSLTL Meeting
PROS/CONS

School Improvement Grant

PROS	CONS
<ul style="list-style-type: none"> • Allows more instructional time at middle schools. • Urgency is of the essence for kids who are not achieving. • Forces schools to develop a plan. • Rankings may change and a school may not be eligible for funding next year. • Gives district/schools opportunity to address staffing issues. • A school will get credit for work already started. • Opportunity align new teacher standards for evaluation. • The public perception is "Why would we not apply for funding?" • Develop systems. • Funding would expand resource options. • Funding would build capacity with teachers and administrators. • Our partnerships with businesses and parents will be strengthened. • Funding and resources would allow us to address social needs. • Will allow us to increase learning time for students who need it most. • More learning time provides opportunity, especially if the teachers are allowed to use that time flexibly. • We should be doing these things anyway. • Any source of money is good. • This is an opportunity to trim the fat. Not all teachers are fantastic. • The timeframe is not a problem. I can write things to put into effect right now. • Many are not making it in our system. We need to make changes now. 	<ul style="list-style-type: none"> • The District has been given very little time develop a plan. A quality program needs careful planning. • This will require negotiations with bargaining units: • Evaluations, involuntary transfers, consolidation language, changes to work days, work hours, work year, calendar, assessments, professional development. • The schools that were identified were nto the ones most in need of help. • How will we sustain this when funds are gone in three years? • Staffing and increased learning time must be in place by the start of school year. • What if the unions do not agree? (At this time, we are told to continue trying to follow through.) • This is being imposed from the outside. We should be free to implement our own intervention strategies. • How do you decide which 50% of the staff will go? • What is the system's capacity to deal with this with cuts to teachers and staff?



LETTERS OF SUPPORT
Page 1 of 4

June 4, 2010

Richard Martinez
Superintendent
Pomona Unified School District
800 South Gary Avenue
Pomona CA 91766

Dear Mr. Martinez,

EDEquity Inc. has partnered with districts across the county for over 7 years to improve the quality of instruction and leadership to eliminate the achievement gap. We are honored to support Pomona Unified School District in the educational journey of transforming schools. Please accept this letter on behalf of EDEquity as a confirmation to support the PUSD schools in the School Improvement Grant (SIG) process.

Over the past two years, EDEquity has partnered with PUSD to implement equitable best practices and coaching techniques. We relish the opportunity to continue the work of implement strategies and culturally conscious mind-set to increase student achievement. EDEquity is an educational specialist firm which is committed to engage educational equity as a means to improving the quality of instruction. We have positive results in transforming schools and assisting schools exiting out of Program Improvement.

The SIG program will allow districts and schools to build the internal capacity to sustain the work of researched-based practices and protocols to bring about transformational change for all students. We look to provide PUSD and their schools exceedingly high quality service and result-driven professional development.

EDEquity is excited to collaborate with Pomona Unified School District and we offer our full and unwavering support.

Sincerely

Edwin Lou Javius

Edwin Lou Javius, Ed.D.
CEO/President





May 24, 2010

Richard Martinez
Superintendent
Pomona Unified School District
800 South Garey Avenue
Pomona, CA 91766

Dear Mr. Martinez,

Please accept this letter as official confirmation on behalf of Pivot Learning Partners to partner with Pomona Unified School District in its application to the federal School Improvement Grant (SIG) program. We are fully committed to providing the necessary human and technical resources to help turn around Pomona's lowest-performing schools.

We also see the SIG partnership as an opportunity to continue to build on the good work we have accomplished together in partnership to build instructional and leadership capacity for Pomona's teachers and administrators to institute the systems, processes, and structures needed to raise student achievement and narrow achievement gaps. With a fifteen-year track record of turning around underperforming schools and districts through long-term partnerships with school districts across California, including PUSD, Pivot Learning Partners is well-positioned to take on this significant effort.

Working together, we believe the SIG program carries the promise to transform schools into high-performing organizations that provide a high-quality education in which all students have equal opportunities to succeed.

It is with great enthusiasm that Pivot Learning Partners offers our full support to partner with Pomona Unified School District.

Sincerely,

Merrill Vargo
Founder & Executive Director



Dr. M.G. (Peggy) Kelly, Dean
College of Education and Integrative Studies

May 25, 2010

Richard Martinez, Superintendent
Pomona Unified School District
800 South Garey Avenue
Pomona, CA 91766

Dear Superintendent Martinez:

California State Polytechnic University, Pomona (Cal Poly) has a long and successful history of partnership programs with the Pomona Unified School District. We are delighted to continue our work in improving student learning by whole-heartedly supporting your application for the School Improvement Grant.

This grant will allow us to expand our collaboration in support of the District's schools in a variety of ways. As you know, it is not just the College of Education & Integrative Studies that believes in the success of your students, but it is also the Colleges of Science, Engineering, Environmental Design as well as other centers and initiatives that join in support of your efforts to continuously meet the needs of Pomona students.

Our teacher candidates and interns have supported your counselors as well as your language development, literacy, math, and science programs. For example, I know you recently enjoyed watching your elementary students participate in the Robot Rally sponsored by the School Robotics Initiative. This event is a prime example of how we are able to co-create a program that enhances student achievement through a highly engaging interdisciplinary curriculum.

Another example of our collaborative work has been the development of the "Health Career Ladder" program. Working in conjunction with Western University of Health Sciences, we have been developing a career-focused curriculum that will prepare students with a rich background in the STEM areas in preparation for careers in the health professions.

We are keenly aware that your district struggles with the constraints presented by the fiscal crisis in California, coupled with the impending retirements of many teachers and administrators. Our collaborative work on the Great Leaders for Great Schools project has lead to cutting edge ways in which we prepare school leaders to meet the challenges of our

3801 West Temple Avenue, Pomona, CA 91768 Telephone (909) 869-2307 Fax (909) 869-4747

THE CALIFORNIA STATE UNIVERSITY *Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus*

schools in the ever-changing context of today. This program has yielded outstanding results even after only one year of work. I look forward to our continued work in developing outstanding school leaders.

The above are just samples of the many exciting, cutting edge collaborative initiatives that significantly support not only the students of Pomona USD, but also our university students across a variety of disciplines—especially teacher and administrator candidates. It is the synergistic relationship that will foster improvement in student learning.

The SIG proposal will allow us to further develop and expand our programs and resources to support the turnaround of the SIG-identified schools. We look forward to continuing and expanding our work with the Pomona Unified School District and offer our full support for its application for this grant.

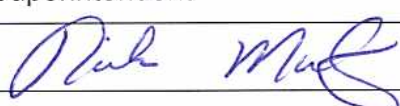
Sincerely,

A handwritten signature in dark ink, appearing to read 'M.G. Kelly', with a stylized, cursive script.

Dr. M.G. (Peggy) Kelly, Dean

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Pomona Unified School District
Name of Authorized Executive:	Richard Martinez
Title of Authorized Executive:	Superintendent
Signature of Authorized Executive:	
Date:	August 25, 2010

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Pomona Unified School District
Authorized Executive:	Stephanie Baker
Signature of Authorized Executive	